DOCUMENT RESUME

ED 223 040 EC 150 341

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TITLE Special Project: Family Life Education/Social Skills Development Training for Teachers and Parents of the Sensorially Disabled. Final Report, June 1, 1979-May 31, 1982.
INSTITUTION California Univ., San Francisco.
SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE 82
GRANT G007901335
NOTE 80p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Statistical Data (110)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Blindness; *Deafness; Delivery Systems; Family Life Education; *Inservice Teacher Education; Interpersonal Competence; *Parent Education; Program Evaluation; *Sex Education; Statistical Data; *Teacher Workshops

ABSTRACT

The document contains the final report of a special project to increase sexual information as well as social awareness and skill of deaf and blind youth through workshops for teachers and parents on family life education and social skills development. Training activities for the project's 3 years are outlined. Evaluation of workshops by trainees revealed that the workshops had a positive impact on the respondents' perceptions of the social skills potential of their students or clients, that a majority of the workshop participants were incorporating elements of the workshop curriculum into their activities rather than attempting to establish new courses, that pre/post assessments of sexual attitudes and behavior yielded little change since the average respondent was originally quite liberal, and that followup efforts indicated that many respondents were using materials and information gained from the workshop in their teaching and/or consulting activities. Tables with statistical data relating to the workshop evaluations are included. Appendixes, which make up the bulk of the document, include samples of workshop agendas, tables with statistical data, sample questionnaires and subtests, and a sample federal form. (SW)

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FINAL REPORT

SPECIAL PROJECT: FAMILY LIFE EDUCATION/ SOCIAL SKILLS DEVELOPMENT TRAINING FOR TEACHERS AND PARENTS OF THE SENSORIALLY DISABLED

(G007901335)

June 1, 1979 - May 31, 1982

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INTRODUCTION

The goal of this project was to promote an increase in the sexual information and social awareness and skill of disabled youth through the process of educating parents and teachers in the provision of these services. Enrollment priorities were given to 1) teachers and parents of the sensorially disabled (deaf, blind) and 2) teacher trainers. Social skills training of teachers and parents was a major focus. Two distinct types of workshops were conducted: 1) Family Life Education/Social Skills Development and 2) Social Skills Development. Specialized family life and social skills materials were produced for workshop participants by the project staff. It was expected that within the time framework of the project (36 months) approximately 350 teachers and parents in three geographical areas would acquire an increased awareness and comfort with the discussion of family life education topics and/or social skills teaching and would reach a potential population of 26,000 students across the country. It was anticipated that training methods for a broad spectrum of special education professionals and parents would be developed, refined and evaluated during this time period. As will be evident from the following pages these goals were achieved.

ACTIVITIES AND EVALUATION OF THE PROJECT

Year I of this project concentrated on developing the Social Skills Development Workshop and adapting a previously tested Family Life Education Workshop. Locating, assessing and utilizing resources and resource people and initiating contacts with special education professionals and parents of youth who are disabled throughout the United States continued during the three years of the project. (See Appendix A for materials used in Family Life Education Workshop and Appendix B for materials used in Social Skills Development Workshop.)

May 1979 - Received notification of funding for project. Negotiated changes included the deletion of the Task Force on materials development and the collapsing of three Family Life Education Workshops into two. Participants recieved the same number of hours of training as had been origianlly planned. Although without the assistance of paid consultants, project staff continued to assess and develop materials throughout the entire period of the project.

June 1, 1979 - May 1982 - Dissemination of information occurred throughout the life of the project. Each year information about the project was sent to 23-28 organizations of releveance to special educators for inclusion in their publications. 148 presentations about the project were made to special education teachers, special education student teachers, disabled students and consumers, parents of disabled children, health professionals, and health field students. Approximately 7,000 people were reached by these presentations. 600 consultations by phone or mail were provided for non-participants in the project and 221 consultatations by phone, mail or on-site were provided for participants in both a previous project and the current project. (See Appendix C). Additionally, the project was described in four special education journals (The Pointer, 24 (1), Fall, 1979; Education Unlimited, 2(2), March, 1980; Counterpoint 1(1), May 1980; and Special Education Briefing, Spring, 1980). Eighteen articles and two books relevant to the project were prepared by project staff.

August 1, 1979 - Received notification of funding for a one-time only supplement for Sexual Exploitation training. Ellen Ryerson, M.S.W. hired at 100% time as Coordinator for the supplement. A final report on the activities, accomplishments and evaluation of this supplemental project was previously submitted to BEH.

September, 1979 - Distributed 1,000 brochures/registration forms regarding Family Life Education workshops to school districts, university special education departments, and interested individuals in Eastern and Mid-Western target areas.

October, 1979 - Due to insufficient enrollment for Family Life Education Workshops, the November workshop scheduled for Maryland was cancelled. One reason advanced for the lack of enrollment was the national economic situation which prevented individuals and school districts from expending funds for personnel travel to the workshops. It appeared more feasible for individuals to travel to one consolidated workshop than to two workshops. Additionally, it was beleived that the indication in the workshops announcements that priority for acceptance into the workshop would be given to teachers of students with sensory disabilities was misinterpreted and prevented teachers of students with other disabilities from applying. BEH approved consolidating the two workshops into one four day workshop and the transfer of funds from other categories in the project to provide

monies to offset travel costs of the participants. The workshop announcement was revised to indicate that the workshop is appropriate for teachers and parents with disabilities other than sensory. To reach a broader spectrum of potential workshop participants, 450 agencies and schools in the East and Mid-West which serve students with disabilities were added to the mailing lists to receive announcements of future workshops.

December 1979 - Distributed 1,500 brochures and registration forms for Social Skills Development Workshop to school districts, university special education departments and intersted individuals in western target areas.

January 1980 - Distributed 1,500 brochures and registration forms for Family Life Education Workshop to school districts, university special education departments, and interested individuals in the East and Mid-West.

January 19, 1980 - Conducted small group leadership meeting for Social Skills Development Workshop. Nine small group leaders, four of whom are physically disabled, attended this training session. All the small group leaders work with people who are disabled. The leaders were selected both for their skills and their diversity of experience.

This training session consisted of didactic presentations, role playing and exercises in facilitating listening, communication and assertiveness skills. Materials for the Social Skills course were distributed and discussed. The materials included an outline format for the small group leaders to use with their group.

February 23-24, 1980 - Conducted Social Skills Development Workshop in San Francisco (16 hours). This workshop served two groups of teachers and parents; 1) teachers and parents previously trained in family life education through the Family Life Education Training Project 1976 - 1979; 2) teachers not previously involved with the program who wish only training in social skills development. For a variety of reasons (e.g. personal preference; school district policy does not allow family life education) some teachers and parents are interested only in social skills development. Although the workshop was originally planned for 50 participants, the response to announcements was so great that 70 people were accepted for the workshop and 68 actually attended. Participants came from Northern and Southern California, Oregon and Washington. See Appendix D, Table 1 for a description of the participants.

The objectives for participants enrolled in the Social Skills Development Workshop were to achieve:

1. an increased knowledge of and experience in the development of social skills in themselves and others
2. an increase in awareness of social resources available to the disabled
3. Experience in the development of materials and curricula specifically oriented to their own student population.

The workshop utilized didactic presentation, role-playing, structured practice and continuous feedback. Content areas included effective listening, communication of one's wants and needs, assertiveness, body language, acceptance, rejection, perseverance, and effective expression of anger. (See Appendix E for samples of workshop agendas).

The 18 teachers who wished to receive one unit of credit (from Dominican College) were informed of the following requirements for a PASS grade.

1. Attendance at the workshop
2. Participation in the small group meetings.
3. Submission of a social skills exercise or curriculum designed for their own students.

A number of the teacher-designed social skills exercises were of such high quality that they were used in subsequent workshops.

February - July 1980 - Evaluated Social Skills sub-component. The immediate workshop evaluation assessed the participants perception of the personal value of each segment presentation and the adequacy of the presentation. Additionally, the participants were asked to describe their expectations and whether they were met. Examining the results in Appendix F, Table 1, Year 1980, we observe that there is a considerable range of mean scores for both the value and adequacy rating dimensions. Generally the films and the small groups were perceived to have the greatest value and adequacy. One segment on "power and control" was seen as possessing little value and as not being adequately presented. The remainder of the mean ratings fell between the extremes in a range of "moderate value" and "adequacy". The presentation on "power and control" was eliminated from future workshops.

Approximately 50% of the participants indicated that their expectations were only partially met, while 40% indicated that the workshop completely met their expectations. These results suggest that 1) the publicity materials for the workshop might have been somewhat misleading or 2) the workshop itself did not match publicized cliams. It should be noted that the precourse publicity specifically states that there would be little material available in this workshop for special education teachers or parents of the mentally retarded. Mental retardation was addressed in only the most cursory fashion as this area was felt to lack generalizability in relationship to other disabilities. Eight of the total of 55 course respondents (14%) indicated their primary work responsibility was with educable or trainable mentally retarded individuals. Consequently seven of these eight participants (87½%) indicated dissatisfaction with the course as a whole and reported it as not meeting their expectations. Indication for future workshops suggested a careful screening of course applicants whose primary population are mentally retarded individuals. There was minor difficulty in implementing this as many teachers who work with multiply disabled individuals have students who are mentally retarded as well as physically disabled. Modification of the publicity was indicated.

Expectations not withstanding, more than 87% of the respondents indicated that they received "personal benefits" from the workshop and while 89% received "professional" benefits". These percentages suggest that while particular segments of the workshop were seen as possessing little value, the overall/total experience was beneficial.

A pre-post assessment of the participants evaluation of the social-sexual difficulties which might be experienced by handicapped youth indicated little change in the mean ratings. (See Appendix F, Table 2, Year 1980). These results may have been due to: the small rate of return for the mailed post questionnaire;

the 14½% of respondents working with students who are mentally retarded; or a limited realtionship between the workshop and the content of the assessment instrument. An additional factor was that the respondents perceived little difference between the "handicapped" and their "nonhandicapped" peers in dealing with the socio-sexual issues at the time of pre-measure. Since there was no perceived difference, there was no reason for attitude change to be affected by the workshop.

In summary, the workshop was percieved to be both personally and professionally beneficial. None the less, the analyses indicated that improvements be made in the publicity and several workshop presentation sectors to be implemented in future workshops. Once these changes were decided upon, a revised pre- post assessment instrument was constructed.

March 30 - April 2, 1980 - Conducted Family Life Education Workshop in Philadelphia. Enrollment priorities were given to teachers and parents of students with sensory disabilities and to teacher trainers. Teams of teachers, administrators, and parents from the same districts were encouraged to apply for and attend the workshops (See Appendix D, Table 2 for profile of participants). 63 participants for the workshop were accepted and 51 attended from Colorado, Connecticut, District of Columbia, Delaware, Florida, Illionois, Indiana, Kentucky, Massachusetts, Maryland, Michigan, Nebraska, New Jersey, New York, Pennsylvania, Virginia, Vermont, and West Virginia.

The objectives for the participants were to increase the following:

- Sex knowledge
- Comfort in discussing sexuality;
- Knowledge of sexuality and disability;
- Clarity of one's own values as related to sexuality in general, and sex and disability specifically;
- Awareness of social resources available to the disabled;
- Experience for teachers and graduate level students in special education, in designing curricula, including lesson plans, for courses in Family Life Education for the Disabled;
- Experience in the development of materials and curricula specifically oriented to their own student populations.

The first day of the workshop focused on the attitudes, myths, and misconceptions related to the socio-sexual functioning and potential of the disabled. This day was a programmed educational process which utilized didactic presentations, discussion, and explicit films. These sex education films show individuals and couples engaging in sexual activity; these films are documentary in nature, and are used to help sensitize professionals to the positive aspects of human sexual relationships.

The remaining three days focused on areas relevant to the development of curricula. Specific topic areas during these days included teaching family life education to students with physical, mental or sensory disabilities, facilitating social skills development, legal aspects of family life education, contraception, pregnancy and disability, parental and administrative concerns about family life education, issues in implementing curricula, community resources and sexual exploitation. In addition, participants met together in small groups several times during the course, with the purpose of understanding and integrating the information they receive. Participants were given a great deal of printed material to supplement the workshop presentations and activities. (See Appendix A for listing of materials and Appendix E for sample of workshop agenda).

Three project staff were used as small group leaders in addition to six consultants. Four of the small group leaders have physical disabilities and all have extensive experience in the provision of family life education to people with sensory or physical disabilities.

Participants who wished to receive two units of graduate level credit from West Chester State College, Pennsylvania or a letter verifying that they had completed the workshop were required to:

1. Keep a journal of feelings about and reaction to the workshop, curriculum development, and curriculum implementation in his or her own classroom.
2. Develop a family life education curriculum for students in own classroom.
3. A research paper developed on a workshop theme of particular interest to the individual (required only for graduate credit).

A curriculum evaluation checklist was developed for the participants to use in the writing of their own curriculum.

Consultation to workshp participants was made available to assist in curriculum development, individual methods of classroom instruction, and parent education. Consultation was available to those teachers requesting such assistance, but was not a requirement of training. Consultation was provided via letters, telephone, or on-site. Consultation and support services were available throughout the term of the project.

April - July 1980 - Evaluated Family Life Training Sub-Component. A sample of 13 males and 38 females completed the post-workshop evaluation. Overall summary ratings indicated that each of the respondents considered the workshop to have been both personally and professionally beneficial. However, to the question of whether expectations were met only two-thirds responded "yes", while one-third answered "no" or "partially". This interesting discrepancy will be considered below. (See Appendix F, Table 3, Year 1980).

The ratings of personal value for the several course segments found the presentation on sexual exploitation and the film "incest" achieving the highest ratings, while the presentation "Teaching Family Life Education to the Mentally Retarded" and the film, "Artist's Fantasy" received the lowest. Generally, the films received slightly higher ratings than did the solo or panel presentation, though the personal experience sharing panels received several positive mentions to an open-ended question. The overall mean value rating of 1.95 indicates that the course segments were perceived to be of considerable personal relevance/value (and by derivation the entire workshop), while the size of the standard deviation (SD = .520) indicates considerable agreement among the respondents regarding the mean rating.

The "adequacy of presentation" ratings paralleled the ratings of value. Across all segments a mean value of 1.87 was obtained indicating that the presentations and films were seen to be of a professional caliber. A standard deviation of .55 indicates that there was a fair amount of agreement regarding the overall rating. There were no significant sex differences in any of the ratings.

Comments elicited by the open-ended questions centered around praise for the workshop generally or particular presenters specifically. No single category of

responses e.g. want more small group time, obtained a meaningfully large consensus.

In summary, analysis of the post-workshop evaluation indicates that the respondents were pleased with the material presented and its manner of presentation.

Participants in the workshop were requested to complete a questionnaire prior to the event and again six weeks after. The instrument gathered demographic information, estimates of sexual liberal-conservatism, sexual behavioral practices, sexual attitudes and values, and a short self-reflective attitudinal scale.

The sample may be characterized as being predominantly female, approximately 33 years of age, married, college educated with a Master's Degree, and moderately liberal in sexual attitudes and behavior. (See Appendix F, Table 4 Year 1980). With some differences, the follow-up sample obtained via a mailed questionnaire may be characterized in the same manner.

Statistically significant pre- post changes in sexual attitudes ($t = 2.61$, $df=25$, $p < .015$) were observed for the entire sample. This result indicates movement towards a more open, tolerant position with respect to sexual practices. It does not mean a change in personal sexual practices; in fact, self-ratings of sexual behavior did not change significantly for either sex. Sample means for the professionalism and self-oriented sexuality scales were not significantly different pre- post, although there was a slight increase in a positive direction. (The lack of change may be accounted for by the fact that the pre-measure mean was near asymptote - hence there was little room for upward movement.)

The sexual values instrument found a significant pre- post change for the value system labeled humanistic liberalism; it increased in favor while the humanistic radicalism and fun morality values gained only slightly. The extremes - traditional asceticism and sexual anarchy decreased in favor.

Comparing males and females, it was found that the males rated their sexual adjustment to be significantly better than the females rated theirs. ($t = 3.95$, $df = 12$, $p < .002$) This follow-up result might be seen as indicative of different, gender specific metrics being employed to make the self-assessment. Males also saw themselves as being more comfortable expressing their feelings to clients ($t = 2.76$, $df = 21$, p .012).

Females, at follow-up, were found to be more liberal than the males on several sexual attitudes items. Of the items which were statistically significant, the females were more accepting of homosexuality between consenting adults, more tolerant of mate swapping among consenting adults, and more favorable towards the establishment of nude beaches. Males were significantly more convinced that it is possible to love more than one person at a time. A summary variable computed across all of the attitude items yielded no significant sex differences at time of follow-up. Hence, it may be concluded that with the exceptions just noted, the two sexes were in relative agreement in their sexual attitudes.

In summary, the pre- post workshop comparisons yielded data which attests to the attitudinal change influence of the experience. The more "open" perspective toward various sexual activities and practices should make it easier for the participants to provide effective counsel for individuals who might have various concerns with such practices. Thus, in this respect, the workshop can be said to have accomplished one of its principal objectives.

In terms of knowledge regarding basic human sexuality as well as sexual expression among disabled individuals, the level of knowledge was significantly increased as a result of the workshop.

Four participants developed three curricula. One curriculum was written for junior high students at the trainable mentally retarded level, one for high school students with physical disabilities, and one did not identify the student population. Project staff using the curriculum evaluation form rated one curriculum as fair, one as good and one excellent.

Participants in the Family Life Education workshop evaluated a workbook distributed to them at the event previously developed by project staff. 75% of the raters were female, and had been teaching less than 10 years as a classroom teacher. The sample was evenly divided between those teachers responsible for an entire Family Life Education class or just a segment of one. The range of disabilities reflected in the classes taught was considerable with cerebral palsy and mental retardation/learning disabilities comprising, respectively, the largest categories of physical and psychological/cognitive disabilities.

The segments of the workbook were evaluated separately as to their adequacy for use by the individual rater/teacher. While this approach introduces a certain amount of variance into the ratings - stemming from the different interest/needs of the teachers - the attainment of a high rating (with a concommitant small standard deviation) would indicate the broad appeal of the workbook and perhaps its utility in varied settings.

Analysis of the evaluation data indicated that each segment of the workbook was viewed as being quite adequate, with the listing of resources and the topics for inclusion in a Family Life Education course being rated as the most adequate/useful. (See Appendix F, Table 5). The overall organization and comprehensiveness of the workbook for developing a course at a particular grade level found the raters in some disagreement indicated by large standard deviation. This is obviously due to the different needs of classroom teachers dealing with very young children, adolescents, as for example, contrasted with the needs of teacher trainers.

In answer to what additional information must the workbook contain so it could be useful without having to attend the course first, few responses were elicited. This is in agreement with the 79% who indicated that the workbook alone would have motivated them to develop their own curriculum.

In response to a question asking whether the course attendees perceived a need for the workbook after having attended the course, 97% of the respondents indicated that the workbook reinforces the course or refreshes one's memory (N=16); the workbook was useful for resources and references (N=9); and that the workbook would serve as a guide for the development of one's own class (N=9).

A question inquiring about what specific changes the respondents would like to see in the workbook failed to elicit consensus on any specific changes.

April - July 1980 - Followed-up previous participants in Family Life Education Workshops, 1976-79.

Questionnaires requesting information reqarding the utilization of concepts acquired via the Family Life Education Project were mailed to each workshop participant. Allowing for a suitable response time, a second mailing was made to those who had not completed a form. Of the 293 participants, 34 had retired or were otherwise unreachable. A final return of 72 instruments (28%) while low, in in keeping with a 30% response to a mailed questionnaire. From the comments of several respondents who were not involved in any Family Life Education related activities, and from the questionnaires which indicated only that the respondent was not teaching a Family Life Education class, it was inferred that many participants simply did not bother to return a questionnaire indicating "no activity". Thus it should be concluded that the current sample is probably not representative of the participant population.

Analysis of the data revealed that 34 respondents were currently teaching family life education (5 teacher trainers), while 23 were not. (See Appendix F, Table 6). The age range of the students was predominately adolescent (11-21 years), with the most frequently represented disabilities being cerebral palsy and mental retardation. Respondents estimated that they were currently teaching 1,924 students (plus an additional 337 in teacher training settings). Data regarding future teaching was scarce, several respondents were between positions or had not received their assignments. Generally, the results for the future teaching items may be seen as paralleling those of the current teaching items.

Cumulative frequencies do not yield a picture of the average number of steps which must be accomplished in order to begin teaching from a Family Life Education curriculum. Rather, what may be inferred is the relative frequency with which any given step occurs. The most frequent was signed authorization from the parents, with or without informational meeting. This was followed by inservice work with teachers/staff and meeting with the administration/department chairperson. It is interesting to note that many settings do not require that the student't opinions be obtained.

Development and utilization of one's own curriculum was the most frequent response given to the question of what curriculum was being used. It should be noted however, that one-half of these responses were multiple i.e., portions of a standard district wide and or published curricula were also being used. Several respondents mentioned that they were using materials developed during previous FLE workshops (Family LIfe Education Training for Teachers and Parents of Students with Physical Disabilities 1976-79).

The range of topics covered by the respondents who were teaching was quite similar. Anatomy and feelings were the most likely to be represented, while assertiveness training and sexual options for the disabled were the least likely. Abortion and contraception were seen as sensitive (or taboo) topics by several respondents; and according to the frequency data, so were the topics of parenting and alternative sexual lifestyles. These results may indicate the presence of a certain narrowness of perspective even in the context of a FLE course. It is not known whether such a perspective is due to external, situational realities.

Dissemination of workshop information was most frequently accomplished through staff meetings or staff development events. Presentations at professional meetings or to parents organizations were the next most frequent. There appears to be a slight increase in the dissemination activity of the respondents, although the total amount of activity might be underestimated due to the restricted sample size.

In summary, the analysis indicate that within the real constraints of budget limitations and a conservative political climate many handicapped students, and future

teachers, are receiving the kind of services stated in the goals of the projects. To the degree that this is true, the project may be said to have demonstrated its validity.

August 1980 - Permision received from BEH to conduct the 4 day Family Life Education Workshop in San Francisco rather than the Mid-West. Monies saved from staff and consultant travel will be used to offer a larger travel stipend to participants from out of the state of California. It will also be used to increase the number of participants at the 2 day Social Skills Workshop and to provide for staff travel to consult on-site with previous and current participants as well as to make presentations at professional conferences.

December 1980 - Distributed 2000 brochures and registration forms for Social Skills Development Workshop to school districts, university special education departments, and interested individuals in target region.

January 1981 - Mailed follow-up questionnaires to all participants from Year I to assess classroom use of materials from workshops and implementation of social skills or family life education curricula. Additional items were added to the questionnaire to assess other ways previous participants may be using information gained from workshops than in a class situation (e.g. one-to-one counseling with students). Participants were asked to itemize resistances to the implementation of family life education both internal (e.g. realized I am uncomfortable teaching sex education) and external (e.g. school district policy bars teaching about sexuality). Previous participants were strongly encouraged to return follow-up forms even if they are not teaching family life education or social skills development.

A majority of the respondents to the social skills workshop (1980) follow-up questionnaire were teaching a course in which social skills were considered; only one-third of the respondents were teaching a separate "social skills" class. (See Appendix F, Table 7).

The age range of the students was preschool to college - the median lower limit being young adolescent (13.9 yrs) and the median upper limit being college age (20.2 yrs). The median number of students in the class was 10. Physically disabled individuals were slightly more numerous than learning disabled students.

Of the 27 responsents, 30% said that in order to get a social skills class started meetings with students, and parents and signed permission forms were required. Only 15% mentioned that in service staff presentations were required.

Over 80% of those responding to the item, indicated that they were using a curriculum which they had developed.

Communication skills, the understanding of feelings, and listening skills were the most frequently cited areas being taught (over 59%), while assertiveness skills and resk taking were considered by less than 37%. While the age of the students is to be seen as playing a role in the selection of curriculum, the reduction of emphasis on assertiveness and risk taking might be due more to political expediency than on absence of need.

Approximately 1/4 to 1/3 of the respondents indicated that they had made a presentation to their staff or other group on the topic of social skills. It is assumed however, that a larger percentage has included this topic during presentations on the more general topic of disability.

Approximately 56% of the respondents indicated that they engage in one to one work with their students on the specific topic of social skills development.

Only slightly more than one half of the respondents (52%) indicated that social skills were covered by IEPs in their district. Of those responding to the specific item, approximately 1/3 said that social skills were not covered by the district IEPs.

In summary, the material gained from the social skills workshop appeared to have been incorporated into ongoing courses rather than having been the instigation for the development of new courses. This development is probably best seen as not only cost effective but also pedegogically sound.

Following questionnaires were mailed to the 55 attendees of the Philadelphia Family Life Education Workshop. Of the 31 respondents to the follow-up questionnaire, slightly over 50% said that they were currently teaching a FLE class; 29% said that they would be teaching such a class in the future. Students in these classes range in age from 5-21 at the lower end to 8-65 years at the upper (reflecting kindergarten through college classes). Physical and multi-handicapped students were the most frequent disabilities reported. (See Appendix F, Table 8).

In order to get a FLE class started approximately equal numbers reported giving in service training to staff, obtaining signed permission notes from parents, and or meeting with same; few reported that they needed to meet with the students!

The potential benefits of the workshop are reflected in the fact that of those who were teaching an FLE class 48% were using a curriculum which they had developed on their own (or with the assistance of other staff).

Topics covered in over one half of the courses included anatomy, understanding feelings, social skills, and sexual expression. Fewer than half of the courses covered communication skills, role expectations, value clarification, contraception, or alternative sexual life styles. Approximately 1/3 or fewer discussed assertiveness, relationship problem solving techniques, parenting, abortion, or V.D.

Over half of the respondents indicated that they had made presentations on FLE to staff, and nearly as many had made presentations to community groups. One third have presented to groups of concerned parents.

The opportunity for individualized work with students was used by most respondents when it existed, thus providing support for the thesis that the teacher, if they are to be maximally effective, needs to be <u>both</u> knowledgeable <u>and</u> empathetic with their students.

Family Life Education is covered by IEP's in approximately 48% of the respondents' districts; 26% specifically indicated that it was not covered.

Sexual respondents took the time to ammend the questionnaire with open ended remarks. These opinions were uniformly positive; and, perhaps significantly, the respondents indicated that they believed that the granting agency had received full measure from their funding of this project.

January 1981 - Distributed 2000 brochures and registration forms for Family Life Education Workshops to university special education departments, special educators, and interested individuals in Mid-west and West Coast target regions.

February 7-8, 1981 - Conducted Social Skills Development Workshop in San Francisco. 71 participants attended this workshop from California, Oregon, Washington, Utah, Arizona, Colorado, and New York. (See Appendix D, Table 1 for a description of the participants). This workshop was previously described on page . The 8 teachers who wished to receive credit from Dominican College submitted a social skills exercise designed with their own students in mind. Many of these exercises were of such high quality that permission was received from their authors to include them as materials for future participants. Consultation and support services were begun for new participants.

Evaluation of the Social Skills Workshop 1981 (See Appendix F, Table 1, year 1981) found 93% of the respondents indicating that their expectations were at least partially met. This is in contrast to the year I program where about 50% of the participants expressed this opinion. Conversely approximately 58% of the participants indicated that the workshop completely met their expectations, contrasted with 40% expressing this opinion in the preceeding year. These results suggest that 1) the publicity material more closely reflected the content of the workshop and thus led to a greater post-course confirmation of participant expectations and, 2) by providing a more explicit notification regarding the areas of mental retardation and social skills (as was proposed from Year II report), participants reported that their professional needs were being more completely met. 3) Speaker coverage of certain topics (e.g. power and control) was modified to increase the clarity of instruction. These variables appear to have significantly contributed to the notable statistical difference between respondents of the year I and year II program. 4) More discriminating applicant Screening procedures also helped.

The difficulty of separating out those teachers working with multiple handicapped children with M.R. or T.M.R. involvement from those who do not remains as a concern in the selection of course participants. Future workshops may include a presentation on Social Skills and Issues of M.R. Since the date of the initial social skills workshop several previous course participants have developed just such a format, based on their own needs. Accordingly, one of these individuals will be utilized as a presentor on this issue in the next social skills workshop.

March 1981 - Evaluated attitude/behavior change following Social Skills Workshop. Pre-post assessments of the Social Skills Workshop 1981 attendees consisted of three components or subtests:

a. True - False questionnaire based on attitudinal statements about what participants perceive Social Skills as being.

b. Modified from Bem, S.L. (1974) & Browerman, (1970), The Social Contact questionnaire asks participants perceptions of the relative difficulty of social relating and communication skills of a person who is disabled compared to an able bodied individual in an identical situation.

c. A series of case studies asking participants to evaluate how they would handle particular situations involving disability issues.

Results of pre-post for year one substantiated the validity of sub tests A & B. Sub-test C was found to be of low reliability and was eliminated. Subtest A had several questions modified to facilitate less ambiguity while maintaining inter-test reliability and consistency. Sub test B remained unchanged.

The pre-post assessment of the participants evaluation of the social-sexual difficulties which might be experienced by handicapped youth indicated a statistically significant change in the mean rating. (See appendix F, Table 2, year 1981). These results may be due to: 1) The considerably higher rate of return for the mailed post questionnaire, 2) the greater degree of consistancy achieved by modifications in the overall program advertising and format, or 3) more specific targeting of presentations based on data obtained from the year I program.

Further modification of sub test A appears indicated so as to lessen or remove the confounding factor of social disability response set. The use of a scale format in place of the present T-F response format should reduce the liklihood of social desireability response sets, and additionally, it should increase the interest value of the scale to the respondent.

April 12-15, 1981 - Conducted Family Life Education Workshop in San Francisco. Although 74 participants were accepted for this workshop, 52 people actually attended. The primary reason given for cancelling was lack of funds for travel (stipends of $100 for in-state and $200 for out-of-state participants were provided by the project, however these amounts of money could not cover a participants' total expenses); a second reason, though not as common, but certainly as significant, was that permission to attend was denied by several potential participant's school district. Participants came from California, Colorado, New Mexico, Indiana, Oregon, Iowa, and Guam. See Appendix D, Table 2 for a description of participants and page 5 for a description of the workshop.

Participants who wished to receive two units of continuing education credit from Dominican College or a letter verifying their attendance at the course were required to:

1) Keep a journal of your feelings about reactions to the workshop, curriculum development and curriculum implementation in your classroom. One copy to be sent to Carla Thornton.

2) Develop a family life education curriculum for students you work with (the enclosed evaluation of curricula sheet should assist you with this.) Again, one copy to Carla.

Two participants completed curricula rated excellent. It has been apparent over the years that the currently used model of workshop does not inspire participants to develop curricula for credit. The previously used model (1976-79) of 3 workshops over a period of time seemed to enhance curricula writing by participants perhaps because of project staff availability for consultation in between workshops. Consultation services were begun for these participants at the conclusion of the workshop.

Post workshop evaluations were completed by the attendees. Taken as a whole, the workshop was rated as being of significant personal and professional benefit; over 75% of the respondents indicated that the workshop completely fulfilled their expectations (22% were partially satisfied). (See Appendix F, Table 3, year 1981).

The films and small group sessions were seen as being of lower value relative to the other segments of the workshop. This is understandable, as these segments are designed to be growth enhancing rather than didactic lectures focused on the development of curriculum topics. Because the workshop curriculum was designed to model

the integral involvement of sexuality, in all its aspects, with family life education, the inclusion of the films and group process was considered necessary.

Presentors of the several segments were evaluated as having made both valuable and adequate contributions. As might be expected, those segments in which specific teaching techniques or information was provided received slightly higher average ratings.

No statistically significant differences between the mean ratings by males and females were found..

May 1981- Evaluated attitude/behavior changes following attendance at Family Life Education Workshop.
Pre - post evaluations of the San Francisco FLE Workshop 1981 failed to yield any statistically significant changes in the respondents own sexual attitudes and behaviors, which tended to be "liberal-tolerant" at the time of involvement. Similarly, there were no significant shifts on the"professional" and "self" scales, which were designed to assess attitudes toward work related behaviors and self esteem respectively. Additionally, there were no significant sex differences. (See Appendix F, Table 4, year 1981).

The presence or absence of statistically significant changes is less important, given the objectives of the workshop, than is the utilization of the knowledge gained from the workshop experience.

June 1981 - May 1982 - Continued dissemination of information through presentations, written articles and individual consultations.

Continued assessment of existing materials in Family Life Education and social skills development. Completed development of new materials.

Continued Consultation and support services to previous participants and other interested professionals.

December 1981 - Distributed 2300 brochures and registration forms for Social Skills Development Workshop.

January 1982 - Distributed 2300 brochures and registration forms for Family Life Education Workshop.

January 1982 - Mailed follow-up questionnaires to all participants from Year II.

San Francisco FLE Workshop 1981 Follow-up:

Twelve of the respondents to the follow-up questionnaire were directly involved in teaching activities - - six of these with multiple handicapped children/ classes. The remainder of the 26 respondents were involved with support services such as counseling or administration. (See Appendix F, Table 8, year 1981). One third of those responding (N=24) indicated that they are currently taching a FLE class and one third of 15 indicated that they will be teaching a class in the near future.

The age range of students runs from 9 to 65 years with the mean lower limit indicated at 16 years; the upper approximately 29 years; some teachers specialized in adult education. The average number of students in a class was reported at 14.

Those respondents who were teaching indicated that the disabilities represented in their classes were most likely to be OH, EMR or LD; the least likely was the visually handicapped.

Inservice trainings, meetings with students and administrators, and parental approval were the most frequently indicated steps necessary to initiate a FLE class. However, one respondent indicated that a considerable amount of outside preparation was also an unavoidable hurddle Of those teaching, 50% (M=14) indicated that they were using a curriculum which was largely of their own design, the others were using a standard district wide curriculum or an unmodified published version.

The topics covered in the several classes were nominated with about equal frequency - understanding feelings was the high vote getter. By a slight margin, the cluster of topics which would be emphasized in a social skills development course are more likely to be taught than are the more strictly "sexual behavior" topics. This result was due to the fact that a few respondents were teaching courses in which topics of sexual content were not taught; i.e. social skills and communication courses.

Presentations based on workshop material were most likely to be presented to fellow staff members (probably the price for attending the workshop!) with parent groups being the next most likely category of recipients. Several respondents who were not teaching indicated that they were able to provide some one to one services to students/clients, thereby disseminating the knowledge obtained at the workshop.

Those who were not teaching listed various sources of "resistance" as being the primary reason (M=16), plus two instances where such offerings was contrary to district policy. This is probably not too surprising since 12 of 19 respondents indicated that family life education is not covered by IEP's in their district.

The Social Skills Workshop 1981 attendees were mailed follow-up questionnaires several months following the workshop. Because of the delay and the intervening FLE FLE workshop which many attended, 14 of 51 (27%) participants returned the questionnaire. Never the less the distribution of responses parallels those obtained for the 1980 workshop. (See Appendix F, Table 7, year 1981).

Fifty percent of the respondents were involved in the teaching of handicapped students, while the remaining 50% were involved in support services (e.g. school nurse) or other related activities. Fewer than one-third of the respondents were currently teaching (or would be teaching) a separate course called "Social Skills"; however 75% are incorporating social skills related topics into their current classes.

Ages of the students being taught ranged from 5 to 65, with approximately equal numbers of elementary-Senior high school and high school-adult age students indicated. The mean number of students per class was 31; the range however was 10-125, the latter being a college level course for future teachers.

Disabilities represented in the classes were indicated as being principally visual, physical, or multiple handicap. A majority of the teachers listed more than three categories of disabilities as being represented in their class(es).

Steps required to introduce a social skills development course varied with the respondents school and district requirements. As noted previously meetings with the students were less likely to be necessary than meetings with the administrators and signed permission notes from parents.

The curriculum being taught was most likely to be one obtained from a publisher (50% of those responding), while nearly a third (30%) of the teachers had developed their own. Only 20% indicated that they were using a curriculum which was standard for their district.

As might be expected the most frequently nominated topics included in the classes were communication skills, understanding feelings, and listening skills. Again, the more "sensitive" topic areas of values clarification, role expectations, and power/control issues were among those least likely to be covered in the classroom setting. However, since 5 of the 7 who responded to the item inquiring about one to one contact were providing such services these areas might be provided on an individualized as needed basis.

Presentations to fellow staff members were more numerous than any other single recipient group. Funding issues arose for more respondents, even though social skills is an area covered by IEP's in 75% of the eight respondents districts.

Of the three responding, two university level teachers had incorporated material from the social skills workshop into their courses while one had developed a new course around the topic.

February 6-7, 1982 - Conducted Social Skills Development Workshop in San Francisco. 65 participants were accepted for this workshop. 48 attended from California, Oregon, Washington, South Dakota, Nebraska, Wyoming, Montana, Arizona, and Missouri. 3 teachers submitted a social skills exercise to receive one unit of credit from Dominican College. Consultation and support services were offered to these participants through May, 1982. (See Appendix D, Table 1 for a description of the participants.)

Evaluation of Social Skills Workshop - 1982

Approximately 96% of the participants reported their expectations were at least partially met for this course. Further analysis indicated that there has been a consistant improvement in the absolute number of participants reporting having all or nearly all of their expectations met for the social skills course from approximately 40% in 1980 to almost 80% in 1982.

These results suggest: 1) increased correlation between publicity materials and participant expectations. 2) The development and utilization of a presentation segment for Mental Retardation and Social Skills issues (developed and presented by former course participants) which virtually eliminated the initial negative feedback concerning the absence of this particular aspect of social skills and disability. 3) Additional modification and refinement of speaker presentations. For example, each presentor was required to provide the program coordinator with a written outline of his or her presentation and an estimate of presentation time. All new presentations had at least one preview and critique by the program coordinator before they were incorporated into the program format. 4) Fewer applicants actually attended the course in the third year. However it should be noted that far more applicants applied for the course than there were slots available. Many however had to decline participating, most often for financial reasons (their own or their administrations). It would be resasonable to assume then that at least some of the participants were highly motivated to attend, even in the face of increased financial discomfort to themselves.

March 1982 - Evaluated attitude/behavior change following attendance at Social Skills Workshop. Examination of the pre-post questionnaire data reveals a modest degree of change in perception between pre and post test results. This may be attributable to several factors: 1) The participants as a group had more experience in working with disabled popoulations and might therefore be aware of the "realities" a disabled individual may encounter in the outside world. It is worth noting that this group's response pattern shows somewhat more moderate expectations of disabled individuals to begin with. Indeed, their pre-test scores more closely resemble previous participants post-test scores. 2) In addition, the overall satisfaction of the participants to the program as a whole was considerably higher, (80 vs 40%). This may lead one to infer that the participants had a clearer understanding of what they wanted from the course and had more moderate expectations based on their own experience in the disabled communtiy. Consequently it would seem unlikely that this particular group of participants would need to have their level of awareness raised as was true in previous groups but could rather appreciate and implement the information that was provided and ultimately, was what they came for.

April 4-7, 1982 - Conducted Family Life Education Workshop. 73 participants were accepted for this workshop. 53 participants actually attended from California, Alaska, Utah, New Mexico, Wyoming, Maryland, Florida, Ohio, Texas, Massachusetts, Washington, and Missouri. Similar reasons for cancellation were given as in 1981. (See Appendix D, Table 2 for a description of the participants and page 5 for a description of the workshop.) Four participants signed up for continuing education credit. As of this writing their curricula have not been received.

May 1982 - Evaluated Family Life Education Workshop.

The San Francisco FLE Workshop 1982 was evaluated by 49 attendees of which 31% were males and 69% were females (See Appendix F, Table 3, year 1982). A wide range of specialty areas was represented, with approximately 60% of the respondents representing the teaching field, while the remaining 40% came from the support service sector such as counseling and social work. In general, the males were more likeley to say that the workshop met their expectations "completely" (86.7% vs 44.1% for the females), where as the females were more likely to say that their expectations were "partially" fulfilled (50.0% vs the males' 13.3%). These results were also reflected in the responses to the "benefits" items. 100% of the males said that they workshop had both personal and professional benefits, whereas there were a few females who dissented, yielding 93.8% and 98% agreements respectively.

There were few statistically significant differences between the male and female respondents in their evaluation of the personal value and perceived adequacy of the various segments of the workshop. Three of the five differences concerned the films. In general, the males saw the films as more valuable and adequate than did the females. A finding which may be explained by the fact that males tend to have had greater exposure to such films. Nevertheless, the mean ratings of the films by the women tended to be positive, though the size of the standard deviation suggests the presence of a range of opinions.

The growing up panel and teaching of FLE to the mentally retarded segments were of greater apparent value to the females than to the males, based upon the difference between their mean reatings. This reflects the greater concentration of females in the teaching area than in the support services.

Responses to open ended questions, which asked for suggestions and comments concerning the workshop, were at once varied and normative. Several attendees wanted more small group time; others wanted more large group time. Probably the most frequent

request ("complaint") was that there was an insufficient time for sightseeing! Some complained about the use of explicit films while others said that the movies were good and gave a much needed break from straight lecture. One respondent commented that she didn't see the relationship between homosexuality and sexual expression by disabled individuals. In summary, the attendees obtained what they expected to receive - some more than they had expected - and left the workshop context full of new information and not a little fatigued.

A decision was made to forego any attempt at obtaining pre post assessments of the 1982 FLE workshop since sufficient numbers of post-measures would not have been returned in time for analysis and inclusion in the final report. Previous efforts at obtaining a reasonable return of questionnaires had involved two mailings, and in some instances, phone contact.

Summary and Conclusions

A summary of the evaluations made by attendees at three Social Skills Workshops must note the increased percentage of respondents who had their expectations completely met (40% in 1980 to 78% in 1982). There were less dramatic increases in the percentages of respondents who claimed that the workshop(s) had personal and or professional benefits.

Evaluations of the several segments or topics, were quite stable over the three workshops; this dispite variations in the demographic characteristics of the attendees and improvements initiated by staff.

Pre-post assessments revealed the difficulty of improving upon responses which are nearly asymtatic. Generally, the workshops had a positive impact on the respondents' perceptions of the social skills potential of their students/clients, though such changes were rarely significant in a statistical sense.

Follow-up questionnaires revealed that a majority of the workshop participants were incorporating elements of the workshop curriculum into their activities rather than attempting to establish new courses. This approach is undoubtedly more cost-effective and instructionally sound since it emphasizes the integral if not ubiquitous nature of social skills in every day activities.

Evaluations of the FLE workshops remained consistently high over the course of the three offerings. And while there was some minor between workshop variation in the ratings of various segments of the workshops; due perhaps to different presentor - audience combinations, the overall ratings remained high.

Evidence in support of the refinements made to the workshop curriculum may be obtained from the significant increase in the percentage of attendees who claimed that their expectations were either completely met or exceeded (67%, 78%, 86% for years 1980, 1981, 1982 respectively).

Pre-post assessments of sexual attitudes and behavior yielded little change since the average respondent was quite liberal - tolerant upon entry into the course.

Follow-up efforts indicated that many respondents were using materials and information gained from the workshop in their teaching and or consulting activities. While there were few who developed completely new curriculi, perhaps a reflection of budgetary cuts in the school districts, there were many who indicated that they were 1) revising sections of their present courses, 2) incorporating FLE information in their public presentations and community work, or 3) including materials/information in published works. Thus based upon the available evidence, it must be concluded that the dissemination of information from the project has been extensive and widespread; the principal objective of the project having been achieved.

In many respects, this has been an extremely rewarding project. Overall participants have been excited, enthusiastic and highly motivated which has greatly enhanced the efforts of the project staff. The association between this project and that of Ellen Ryerson's Sexual Exploitation project at Seattle Rape Relief that was engineered by BEH greatly increased our knowledge and scope. Going on on-site visits to view our participants' new efforts in family life/social skills education reinforces over and over the need and value of the provision of this type of education both for "special" and other students. Perhaps the most positive reinforcement for us have been the comments from our former participants.

F Visually Handicapped teacher

> The experience of the 1980 Philadelphia Workshop has heightened my own sensitivity and feelings about sexuality and is reflected in my teaching. I am happy to have participated in the project.

F EMR/TMR Teacher

> Course was great! Gave me background in physical disabilities, but little I could use in class of M.R. It did, however, help me realize I was heading in the right direction with my own curriculum. Another result was lots of aggravation from administraton and now I am happily employed elsewhere, where I am hopeful of teaching my curriculum again!

M University Teacher

> Your course opened up tremendous options in the field of human sexuality -- Masters and Johnson can't touch this course.

M Multihandicapped teacher and district administrator

> Please keep up your program - its value and need are both immesurable. I would appreciate being kept informed of planned workshops and seminars.

F Principal and multi-disability teacher

> The workshops (Social Skills Training and Family Life Education) were invaluable to me in getting my own class off the ground. They were the most informative and enjoyable workshops I have ever attended - I've been to a lot! I recommend both workshops to all in this field.

F Counselor

> Aside from having more information to share with clients in a one to one setting, I feel that I am more sensitized to discussing this area so I am more willing to approach it.

F Multihandicapped adult teacher

Thank you for presenting this workshop to our community here in San Luis Obispo. I am so sorry that your grant is running out. The information I received opened up a lot of options for sex and disability that I was unaware of before you opened up my doubts and certainly destroyed many an inhibition. Thank you for your help...

M Rehab Counseling

Course was well done and well organized. Too bad the Project is ending!

M Severely Handicapped

Too much material presented in too short a time. There has to be a better way! On the other hand, my general feeling is that the workshop experience has been really worthwhile. I'd rather get the material and end up feeling overloaded than not get it at all. Overall quality of staff/presentors is excellent.

F Vision impairment

A challenging, wide-ranging and comprehensive workshop which I hope is repeated for teachers for many years to come...one of the best workshops available to special education professionals in FLE or any other area.

M University Teacher

Material from the workshop has been directly and specifically useful in developing the one course; material has been helpful in expanding sections in the other two areas. Additionally the workshop materials have been shared with other professionals in the Universtiy setting and the public school settings where appropriate.

I appreciate your effort re: grant writing and the workshop. - Think the government got its money's worth with this grant!

SOCIAL SKILLS WORKSHOP EVALUATION 1981

	VALUE		ADEQUACY	
	$\bar{X}$	SD	$\bar{X}$	SD
Introduction	1.87	1.03	1.76	0.74
Social Skills & Blind Children	3.11	0.91	3.71	0.84
Listening Skills	2.93	1.14	2.81	0.92
Social Skills & Deaf Children	1.80	0.89	1.91	0.94
Small Group #1	2.41	0.89	2.15	0.91
Film #1	2.13	1.02	1.90	0.83
Social Skills & Post Spinal Cord Injury	2.27	0.89	2.45	0.98
Issues of Power & Control (I & II combined)	2.37	1.17	2.34	1.12
Small Group #2	1.64	0.93	1.79	0.97
Social Skills & Orthopedically Disabled Children	1.92	0.72	1.79	0.87
Social Skills & Parents	2.88	1.04	2.01	0.92
Social Skills Panel	2.34	0.95	2.16	0.77
Film (Neil & Betsy)	1.61	0.82	1.45	0.71

KEY: 1 = Very Valuable/Very Adequate
6 = Not Valuable/Totally Inadequate

Met Expectations: Yes = 57%
No = 7.7%
Partially = 34.7%

Personal Benefits: Yes = 89%
No = 5.8%
Partially = 5.2%

Professional Benefits: Yes = 86.3%
No = 8.7%
Partially = 5.0%

Number: Male = 19, Female = 38

SOCIAL SKILLS WORKSHOP EVALUATION 1982

	VALUE		ADEQUACY	
	$\bar{X}$	SD	$\bar{X}$	SD
Introduction	1.82	1.02	1.55	0.78
Listening Skills	2.84	1.47	2.06	0.92
Social Skills & Blindness	2.93	1.11	1.88	1.06
Social Skills & Cerebral Palsy	1.91	0.83	1.51	0.76
Film #1	2.20	1.04	1.97	0.91
Social Skills & Post Spinal Cord Injury	1.95	1.21	1.88	1.01
New Concepts in Social Skills & Disabilities	1.77	0.91	1.94	0.98
Small Group #1	2.63	1.48	2.23	1.21
Issues of Power & Control	2.21	1.47	1.76	0.92
Small Group #2	2.01	1.13	1.86	0.78
Social Skills & Orthopedically Handicapped	2.44	1.55	2.43	1.18
Social Skills & Mental Retardation	1.94	1.15	1.64	1.03
Social Skills & Parenting	2.18	1.09	2.11	1.05
Social Skills Panel	2.49	1.32	2.46	1.16
Film (Neil & Betsy)	1.66	0.79	1.38	0.91

KEY: 1 - Very Valuable/Very Adequate
6 = Not Valuable/Totally Inadequate

Met Expectations: Yes = 78.2%
No = 6.8%
Partially = 16.0%

Personal Benefits: Yes = 95.6%
No = 4.4%

Professional Benefits
Yes = 89.7%
No = 9.3%

Number: Male = 19 (34%), Female = 29 (66%) N=48

SOCIAL SKILLS WORKSHOP EVALUATION SUMMARY

KEY	1980	1981	1982	Total
Demographics				
Total Number of Participants	67	71	48	186
Total Number of Respondants pre-post	55	57	37	149
percentage returned	82.1%	80.3%	77.1%	80.1%
unreturned	17.1%	20%	23%	19.9
male	16	19	19	54
female	39	38	29	106
Course Evaluation Results				
1. Met Expectations (overall)				Overall Ave.
A. yes	40.9%	57.6%	78.2%	58.9%
B. no	9.1%	7.7%	6.8%	7.9
C. partially	50.0%	34.7%	16.0%	33.2
2. Personal Benefits				
A. yes	87.3%	89.0%	91.4%	89.2
B. no	10.9%	5.8%	5.4%	7.0
C. Partially	1.8%	5.2%	4.2%	3.8
3. Professional Benefits				
A. yes	89.1%	86.3%	89.7%	88.4
B. no	9.1%	8.7%	5.2%	7.7
C. partially	1.8%	5.0%	5.1%	3.9

APPENDIX A

Materials Given to Family Life
Education Workshop Participants

MATERIALS GIVEN TO FAMILY LIFE EDUCATION WORKSHOP PARTICIPANTS

* Evaluation of Curricula Form - Carla Thornton[1]

Required Reading List - Carla Thornton[1]

* Myths and Facts About Masturbation - Toni Ayres & Carla Thornton[1]

* Myths and Facts About Heterosexuality - Toni Ayres & Carla Thornton[1]

* Myths and Facts About Homosexualtiy - Toni Ayres & Carla Thornton[1]

* Myths and Facts About Bisexuality - Toni Ayres & Carla Thornton[1]

* Myths and Facts About Illness, Disability and Sexuality - Toni Ayres & Carla Thornton[1]

* Sex and the Aging Process - June Carrin & Jackie Reubens[4]

Statement of Philosophy on Sexual Rights of the Developmentally Disabled California Committee on the Sexuality of the Developmentally Disabled[4]

On Sexuality - Lotte Moise[3]

How to Approach Sexuality - Nora Baladerian[4]

A Letter to Kirsten -- But Also to Parents - Bitten Olden[4]

Examples of Social Skills Activities - Lawrence Berry[4]

Ideas for Reaching Others to Implement Family Life Education - Getting It Together[4]

Techniques for Using Models of Human Genitals - Jim Jackson, Jan Neff[3]

Am I Parent Material? - National Organizatin for Non-Parents[4]

Sex Education for Disabled Persons - Public Affairs Pamphlet #531-Irving Dickman[4]

"A Nurse Educator in Sex and Disability" - Carla Thornton[1]

* "Sexuality Counseling of Women with Spinal Cord Injuries" - Carla Thornton[1]

* "Sexual Abuse of Children" - Sandra Baker[4]

"Sexuality of People with Cerebral Palsy" - Robert Geiger & Susan Knight[1]

Contraceptive Technology, 1980-81 - Robert Hatcher et al[4]

* A Book About Sexual Assault - Montreal Health Press[4]

VD Handbook - Montreal Health Press[4]

* Some Suggested Books and Media for Use in Sex Education for The Hearing Impaired - James Achtzehn[3]

* Human Sexuality and the Hearing Impaired Resource List - James Achtzehn[3]

* East Coast Resource List in Sexuality and Disability (Used only for Philadelphia Workshop)

* Social Skills Exercises - written, Role Plays, Dyads and Group Exercises - Robert Badame[1]

Teacher Workbook on Family Life Education - Susan Knight and Carla Thornton[1]

VD Prevention - Carla Thornton[1]

** Activities in Sex Education for Students who are Blind - Jan Neff[3]

** 15 Facts for Improved Sexuality Education of the Blind - Jan Neff[3]

** An Adapted Exercise for the Visually Handicapped - Jan Neff[3]

** The Bag of Emotions - Phil La Barbera[3]

** Experiences, Activities and Projects that Promote Socialization, Appropriate Behavior and Awareness - Barbara Sapienza[3]

** Social Skills Activities Developed by Social Skills Workshop Participants Year I[2]

** Basic Facts About Sexual Exploitation of Handicapped Persons - Ellen Ryerson[3]

** Transcription of Presentation made on Social/Sexual Concerns of Teen-Agers with Disabilities - Jill Wingate[4]

** Information on the 4th National Symposium on Sexuality and Disability - June 18-20, 1982[4]

** Order form for Sexuality and Physical Disability; Personal Perspectives David Bullard and Susan Knight[1]

*** Social Skills Activities Developed by Social Skills Participants Year II[2]

*** Assertiveness Role Play - Winifred Kempton[3]

*** Saying "No" Questions - Ellen Ryerson[3]

*** The Awful Books List - Carla Thornton[1]

*** Additional Bibliography - Books for Students (8) - Carla Thornton[1]

*** Additional Bibliography - Books for Teachers, Parents and Other Professionals (13) - Carla Thornton[1]

*** Additional Bibliography - Resources (5) - Carla Thornton[1]

*** Guardionship, Conservatorship, Trusts and Wills for Families with Mentally Retarded or Other Disabled Family Members - Sterling Ross[4]

Order Form for The Sex Code of California - Planned Parenthood Affliliates of Northern California[4]

*** Order Form for An Easy Guide to Loving Carefully - Lynn McKee, Winifred Kempton, Lynne Stiggall[4]

Materials listed with no asterik were developed and used in Family Life Education Workshops 1976-79

* Materials added Year I (1980)
** Materials added Year II (1981)
*** Materials added Year III (1982)

1 Material developed by Project Staff
2 Material developed by Participants in Workshop
3 Material developed by Small Group Leaders and Consultants
4 Material developed by others.

APPENDIX B

Materials Given to Social Skills
Development Workshop Participants

MATERIALS GIVEN TO SOCIAL SKILLS DEVELOPMENT WORKSHOP PARTICIPANTS

Introductory Statement 1

Article: Social Skills: The process of Learning to Take Risks 1

*** Wholistic Concept of Social/Sexual Functioning 4

Outline: Format For Social Skills Presentation 1

Social Skills exercises:

- Diads 1
- Written 1
- Role Plays 1

** The Male Number - The Female Number 1

* Six Ways To Make People Like You 4

* Twelve Ways of Winning People to Your Ways of Thinking 4

* Nine Ways to change People Without Giving Offence or Arousing Resentment 4

Exercises That Promote Socialization, appropriate Behavior, & Awareness 3

"The Bag of Emotions" 3

* Exercises fo Visually Handicapped 3

* Assertiveness Role Play 4

Incomplete Sentences 1

* Bill of Rights for Handicapped Child 3

** Activities in Sex Ed for Students Who are Blind 3

** Saying "No" Questions 3

** Guide Lines for the Deaf 3

** Total of 26 Social Skills exercises developed, edited, condensed and sebsequently included in the Following Years Program (15 added Year II, 11 added Year III) 2

Bibliography: 1

A total of 95 references developed over a 3 year period

84 Books, articles or periodicals
8 films
3 Games

Materials listed with no asterik were developed and given to participants Year I (1980)

* Materials added Year II (1981)

** Materials added Year III (1982)

* 1 Material developed by project staff

2 Material developed by participants in workshops

3 Material developed by small group leaders and consultants

4 Materials developed by others

APPENDIX C

Presentations, Consultations, and
Publications by Project Staff

PRESENTATIONS MADE BY PROJECT STAFF

Groups Presented To:

Special Education Teachers	23
Special Education Student Teachers	5
Disabled Students and Consumers	19
Parents of Disabled Children	6
Health Professionals	55
Health Field Students	40
TOTAL NUMBER OF PRESENTATIONS	148

NUMBER OF PEOPLE REACHED BY PARTICIPANTS 7,121

CONSULTATIONS DONE BY PROJECT STAFF

Number of Consultations to Previous and Current Participants	221
Number of Consultations to Other Interested Persons	600

PUBLICATIONS BY PROJECT STAFF

1979 - 1982

Badame, R.S. "Social skills: the process of learning to take risks". In Sexuality and Disability: Personal Perspectives. Bullard and Knight (eds) C.V. Mosby Co., 1981.

Badame, R.S. "Social skills training with disabled individuals". Submitted to Journal of Marital and Family Therapy.

Badame, R.S. "Outline for social skills training: a workshop format". Submitted to Journal of Marital and Family Therapy.

Badame, R.S. "Socialization, disability and burnout". In progress.

Knight, S. and Bullard, D. Eds. Sexuality and Physical Disability: Personal Persepctives. St. Louis: The S.V. Mosby Co. 1981.

Knight's articles in book include:

Knight S.E. "Consumer-based sex education: A different look at the peer counselor".

Knight S.E. "Issues in family planning and disability",

Knight, S.E. "Sexuality training of counselors and teachers who are hearing-impaired". Unpublished manuscript 1980.

Knight, S.E., Bullard, D.G., Rodocker, M.M., & Wallace, D.H. "The person with a disability as counselor and trainer". In J. Bogle & S. Shaul (Eds.) Sexuality of the Disabled. Pittsburg University of Pittsburg, Press, in press.

Knight, S.E. "Consumer-based Sex Education: A Different look at the 'peer' counselor". Disabled USA, 1979, 2 (9).

Knight, S.E., Bullard, D.G., & Rodocker, M.S. (Eds.) Special issue on spinal cord injury. Sexuality and Disability, 1979, 2 (4),

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APPENDIX D

Description of Workshop Participants

TABLE 1

Social Skills Development Workshops

TABLE 1

SOCIAL SKILLS DEVELOPMENT WORKSHOP

	Social Skills Development			Total for Years
	1980	1981	1982	
Total Attending	68	71	48	*187
OH Teachers	18	19	4	41
MR Teachers	3	5	3	11
VI Teachers	1	3	2	6
HI Teachers	12	9	4	25
MH Teachers	4	4	3	11
EH Teachers	1	1	3	5
Administrators	2	3	3	8
Student Teachers	2	3	2	7
Teacher Trainers		1	1	2
Parents	1	2	4	7
Nurses	1	2	2	5
Counselors, Psychologists	15	11	13	39
Others	9	8	4	21
TOTAL STUDENTS SERVED	5,253	4,937	4,003	14,193
TOTAL TEACHERS IN TRAINING SERVED		30	45	75

*Some participants belong to more than one category

TABLE 2

Family Life Education Workshops

TABLE 2

FAMILY LIFE EDUCATION WORKSHOPS

	Philadel. Workshop	1981 Wkshp	1982 Wkshp	Total for 3 Years
TOTAL ATTENDING	51	52	53	*156
OH Teachers	6	4	5	15
MR Teachers	4	6	8	18
VI Teachers	7	3	4	14
HI Teachers	11	7	8	26
MH Teachers	3	6	5	14
EH Teachers		3		3
Administrators	1	7	1	9
Student Teachers		5	1	6
Teacher Trainers	10	5	8	23
Parents	2	5	6	13
Nurses	1	2	3	6
Counselors, Psychologists	7	12	20	39
Others	2	2	4	8
TOTAL STUDENTS SERVED	1,312	3,156	2,430	6,898
TOTAL TEACHERS IN TRAINING SERVED	2,005	560	1,555	4,120

*Some participants belong in more than one category

APPENDIX E

Samples of Workshop Agendas

Human Sexuality Program
University of California, San Francisco

SOCIAL SKILLS WORKSHOP
AGENDA

Saturday - February 6

8:30 - 9:00	Registration
9:00 - 9:45	Introduction - Robert S. Badame
9:45 - 10:15	Listening Skills - Denise Sherer
10:15 - 10:35	Coffee Break
10:35 - 11:20	Social Skills and Blindness - Maureen Reardon
11:20 - 11:50	Social Skills and Cerebral Palsy - Susan Knight
11:50 - 1:15	Lunch
1:15 - 2:30	Small Group
2:30 - 3:00	New Concepts in Social Skills - Fred Gilbert
3:00 - 3:50	Social Skills and Deafness - Phil La Barbera
3:50 - 4:05	Coffee Break
4:05 - 5:00	Social Skills and Spinal Cord Injury - Bob Lenz

Sunday - February 7

9:00 - 9:15	Introduction - Robert S. Badame
9:15 - 10:00	Issues of Power and Control - Robert S. Badame
10:00 - 11:15	Small Group
11:15 - 12:00	Social Skills and Orthopedic Handicaps - Barbara Sapienza
12:00 - 1:30	Lunch
1:30 - 2:25	Social Skills and Mental Retardation - Lillian Pastina/Dan Blake
2:25 - 3:20	Social Skills and Parenting - Lottie Moise/Zona Roberts
3:20 - 3:35	Coffee Break
3:35 - 4:10	Social Skills Panel - Staff
4:10 - 4:50	Neil & Betsy (film)
4:50 - 5:00	Closure

Human Sexuality Program
University of California, San Francisco

FAMILY LIFE EDUCATION FOR TEACHERS
AND PARENTS OF STUDENTS WITH DISABILITIES

San Francisco Workshop, 1981

SUNDAY, APRIL 4, 1982

9:00 - 9:30	Registration	
9:30 - 9:40	Introduction.	Carla Thornton
9:40 - 10:00	Films: Orange, Love Toad, Quickie	
10:00 - 11:00	Sexual Response Cycle and Myths about Sexuality.	Mary Rodocker Robert Badame
11:00 - 11:20	Break	
11:20 - 11:40	Look at Packets.	Carla Thornton
11:40 - 12:15	Sex Language: George Carlin Tape.	Bob Lenz Carla Thornton
12:15 - 1:45	Lunch	
1:45 - 2:30	Growing Up Panel.	Robert Badame Susan Knight Don Smith
2:30 - 3:05	Film: A Masturbatory Story	
3:05 - 3:25	Break	
3:25 - 4:25	Spinal Cord Injuries, Medical Conditions and Sexuality.	Robert Geiger
4:25 - 4:45	Film: Active Partners	
4:45 - 6:00	Small Groups	

MONDAY, APRIL 13,1981

9:00 - 9:30	Sexuality and Congenital Disabilities. . . .	Susan Knight
9:30 - 10:30	Sex and Disability Panel I.	Bob Lenz Joanne Jauregui Terri Straw
10:30 - 10:55	Film: One Day, One Time	
10:55 - 11:15	Break	
11:15 - 12:15	Teaching Family Life Education to Students who are Physically Disabled.	Carla Thornton
12:15 - 1:45	Lunch	
1:45 - 3:15	Lesbianism/Homosexuality.	Angie Lewis Phil La Barbera Corbett O'Toole Don Smith
3:15 - 3:35	Break	
3:35 - 4:35	Social Skills Development.	Robert Badame
4:35 - 4:50	Film: Mimi	
4:50 - 6:00	Small Groups	

TUESDAY, APRIL 6, 1982

9:00 - 10:00	Teaching Family Life Education to Students Who Are Deaf.....	Donna Abernathy
10:00 - 10:30	Film: Are You Ready For Sex	
10:30 - 10:50	Break	
10:50 - 11:50	Teaching Family Life to Students Who Are Blind.....	Sharon Sacks Maureen Reardon
11:50 - 1:20	Lunch	
1:20 - 2:20	Sex and Disability Panel II.....	Bethallyn Black Denise Sherer Olin Fortney
2:30 - 3:30	Teaching Family Life Education to Students Who Are Mentally Retarded.....	Don Simons
3:30 - 3:40	Break	
3:40 - 4:10	PLISSIT Model.....	Denise Sherer
4:10 - 4:50	Film: Like Other People	
4:50 - 6:00	Small Groups	

WEDNESDAY, APRIL 7, 1982

9:00 - 11:00	Sexual Exploitation..... Film: Incest: Victim Nobody Believes	Ellen Ryerson
11:00 - 11:10	Break	
11:10 - 12:10	Small Groups	
12:10 - 1:50	Lunch	
1:50 - 2:50	Social Skills Development Cont'd...	Robert Badame
2:50 - 3:10	Break	
3:10 - 3:50	Role Plays of Specific Problems....	Susan Knight et al
3:50 - 4:30	Film: Neil and Betsy	
4:30 - 5:00	Evaluation and Closure	

APPENDIX F

Evaluation Results

TABLE 1

Social Skills Workshop
Evaluation By Year

TABLE 1

SOCIAL SKILLS WORKSHOP EVALUATION 1980

	VALUE		ADEQUACY	
	$\bar{X}$	SD	$\bar{X}$	SD
Introduction	2.93	1.10	2.55	0.79
Social Skills & Blind Children	2.27	1.15	2.13	1.09
Listening Skills	2.26	1.02	2.06	0.89
Social Skills & Deaf Children	2.82	1.09	2.51	1.10
Small Group #1	2.24	0.98	2.00	0.92
Film #1	2.16	1.09	1.94	0.85
Social Skills & Post Spinal Cord Injury	2.33	1.25	2.07	1.20
Issues of Power & Control	3.35	1.48	2.96	1.35
Small Group #2	1.82	0.96	1.80	0.89
Social Skills & Orthopedically Disabled Children	2.53	1.02	2.51	1.15
Social Skills & Parents	2.09	1.08	1.87	0.88
Social Skills Panel	2.49	1.05	2.27	0.76
Film (Neil & Betsy)	1.71	0.81	1.55	0.69

KEY: 1 = Very Valuable/Very Adequate
6 = Not Valuable/Totally Inadequate

Met Expectations: Yes = 40.%
No = 9.1%
Partially = 50.9%

Personal Benefits: Yes = 87.3%
No = 10.9%

Professional Benefits: Yes = 89.1%
No = 9.1%

Number: Male = 16, Female = 39

TABLE 2

Pre-Post Social Skills Knowledge
by Year and Social Contact Questionnaire

TABLE 2

PRE POST SOCIAL SKILLS WORKSHOP

SOCIAL CONTACT QUESTIONNAIRE

1980

	PRE $\bar{X}$	PRE SD	POST $\bar{X}$	POST SD
Communicating to a date desires regarding caressing or petting activities	4.72	0.93	4.86	0.66
Planning to call a particular person for a date	4.22	0.98	4.43	0.65
Calling a person and asking them for a date	4.48	0.89	4.50	0.65
Thinking about approaching a person, with the idea of talking with them	4.36	0.89	4.21	1.05
Communicating to a date feelings about how they responded to expressions of desire for sexual intercourse	4.82	0.98	4.86	0.77
Communicating to a date desires regarding touching them (e.g. holding hands, hugging)	4.54	0.86	4.57	0.65
Thinking about going on a date with a person	4.02	0.82	4.14	0.86
Communicating to a date feelings about how they responded to expressions of desire concerning touching	4.58	0.88	4.07	0.83
Thinking about going on a date with a particular person who they know by name	3.96	0.83	3.86	0.66
Discussing with a date desires concerning what they would like to know about a person and how much they are willing to reveal about themselves	4.18	0.96	4.00	0.78
Thinking about finding a group or gathering of "eligible" people from which to select one to talk with	4.60	1.07	4.50	1.16
Communicating to a date feelings about how they responded to your expressions of desire for caressing/petting activities	4.56	0.84	4.36	0.63
Deciding what activities to engage in on a date	4.40	0.97	4.36	1.22
Communicating to a date desires regarding sexual intercourse	4.94	1.04	4.79	0.89

X Pre test knowledge = 16.29, Post test 15.93

1 = much easier
3 - 4 = about same
6 = much more difficult

1981 SOCIAL CONTACT QUESTIONNAIRE

	PRE		POST	
	$\bar{X}$	SD	$\bar{X}$	SD
Communicating to a date desires regarding caressing or petting activities	4.48	0.89	3.86	0.66
Planning to call a particular person for a date	4.02	0.82	3.96	0.83
Calling a person and asking them for a date	4.40	0.97	3.43	0.96
Thinking about approaching a person, with the idea of talking with them	4.07	0.83	4.01	0.81
Communicating to a date feelings about how they responded to expressions of desire for sexual intercourse	4.58	0.88	4.22	0.76
Communicating to a date desires regarding touching them (e.g. holding hands, hugging)	4.14	0.86	3.11	0.88
Thinking about going on a date with a person	4.21	1.05	3.07	0.96
Communicating to a date feelings about how they responded to expressions of desire concerning touching	4.86	0.66	3.03	0.91
Thinking about going on a date with a particular person who they know by name	4.00	0.78	2.93	0.84
Discussing with a date desires concerning what they would like to know about a person and how much they are willing to reveal about themselves	4.36	0.62	3.27	0.81
Thinking about finding a group or gathering of "eligible" people from which to select one to talk with	4.50	1.16	3.00	0.92
Communicating to a date feelings about how they responded to your expressions of desire for caressing/petting activities	4.82	0.98	3.13	0.61
Deciding what activities to engage in on a date	4.57	0.68	2.84	0.84
Communicating to a date desires regarding sexual intercourse	4.79	0.89	3.75	0.87

$\bar{X}$ Pre test knowledge = 4.42, Post test = 3.40
S.D. = 0.86 S.D. = 0.83

1 = much easier
2 - 4 = about same
6 = much more difficult

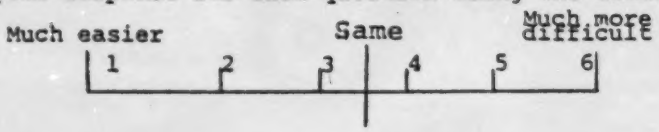
Subtest A

1981

SOCIAL SKILLS PRE-POST QUESTIONAIRRE

Compared to an able-bodied individual, you would expect a disabled individual to experience what level of difference in understanding these concepts.

Please rate your response for each question using the scale below:

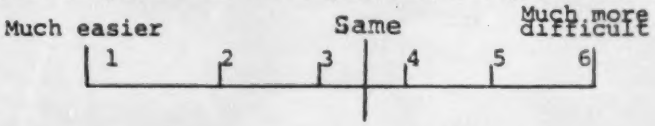


		RATE
1.	Social skills are just common sense.	
2.	Social skills involves learning "social graces".	
3.	Communication skills means learning how to talk and speak effectively.	
4.	The general public see disabled individuals as pretty much like everybody else.	
5.	The ability to take risks is not an important component in the developemnt of social skills.	
6.	People who are blind cannot develop social skills.	
7.	People who are deaf cannot develop social skills.	
8.	It is easier for blind males to develop relationships with the opposite sex than blind females.	
9.	People must be more tolerant if a disabled person has a "poor me" attitude.	
10.	Parents, educators and administrators must learn to be more tolerant of a disabled person's shortcomings in self control.	
11.	Reacting with anger is never an appropriate social response.	
12.	It is impossible to work with an individual who is angry.	
13.	For a teacher, parent, administrator or therapist, being warm, supportive, and understanding is the key to sucess in facilitating social skills development.	
14.	It is important to a disabled child's self esteem to teach them that they are exactly the same as anyone else.	
15.	The development of a tolerance for rejection is central to the development of social skills.	
16.	Disabled people frequently have a misconception of limits and boundaries that are socially appropriate.	
17.	In the development of social skills, it is important to acknowledge that unique differences in people exist.	
18.	Once an individual has developed social skills, their relationships will become easier to establish, and more numerous.	
19.	Socially appropriate behavior is always rewarded.	
20.	Everyone gets rejected sometimes.	

Subtest A **SOCIAL CONTACT QUESTIONNAIRE** 1981 Revision

Compared to an able bodied individual, you would expect a disabled individual to experience what level of difference in performing these interpersonal tasks.

Please rate your response for each question using the scale below:



RATE

Communicating to a date desires regarding caressing or petting activities _____

Planning to call a particular person for a date _____

Calling a person and asking them for a date _____

Thinking about approaching a person, with the idea of talking with them _____

Communicating to a date desires regarding touching them (e.g. holding hands, hugging) _____

Communicating to a date feelings about how they respond to expressions of desire for sexual intercourse _____

Thinking about going on a date with a person _____

Communicating to a date feelings about how they responded to expressions of desire concerning touching _____

Thinking about going on a date with a particular person who they know by name _____

Discussing with a date desires concerning what they would like to know about a person and how much they are willing to reveal about themselves _____

Thinking about finding a group or gathering of "eligible" people from which to select one to talk with _____

Communicating to a date feelings about how they responded to your expressions of desire for caressing/petting activities _____

Deciding what activities to engage in on a date _____

Communicating to a date desires regarding sexual intercourse _____

SOCIAL CONTACT QUESTIONNAIRE 1982

	PRE		POST	
	$\bar{X}$	SD	$\bar{X}$	SD
Communicating to a date desires regarding caresessing or petting activities	4.69	0.91	4.50	0.96
Planning to call a particular person for a date	4.02	0.97	4.07	0.99
Calling a person and asking them for a date	4.37	0.97	4.12	0.89
Thinking about approaching a person, with the idea of talking with them	3.94	1.21	3.63	1.17
Communicating to a date feelings about how they responded to expressions of desire for sexual intercourse	4.87	1.04	4.54	0.96
Communicating to a date desires regarding touching them (e.g. holding hands, hugging)	4.04	0.79	4.02	0.93
Thinking about going on a date with a person	3.96	1.16	3.26	0.95
Communicating to a date feelings about how they responded to expressions of desire concerning touching	4.93	0.89	4.23	0.89
Thinking about going on a date with a particular person who they know by name	3.78	0.86	3.17	0.86
Discussing with a date desires concerning what they would like to know about a person and how much they are willing to reveal about themselves	4.04	0.83	4.04	0.88
Thinking about finding a group or gathering of "eligible" people from which to select one to talk with	3.78	0.93	3.13	0.92
Communicating to a date feelings about how they responded to your expressions of desire for caressing/petting activities	5.04	1.02	4.96	1.02
Deciding what activities to engage in on a date	4.41	1.16	3.94	1.13
Communicating to a date desires regarding sexual intercourse	5.32	0.88	4.99	1.01

X Pre test knowledge = 4.37 Post test = 4.04

1 = much easier
3-4 = about same
6 = much more difficult

PRE-POST SOCIAL SKILLS SUBTEST C

QUESTIONS

Please respond to these questions to the best of your ability, include additional sheets if you find it necessary.

1. If you were developing a social skills curriculum, what elements and criteria would you include for an effective curriculum?

2. A 9 year old female student with cerebral palsy and in a wheelchair has been consistently disruptive. The teacher has tried to be reasonable, supportive and directive, to no avail. The girl has demonstrated herself to be both intelligent and manipulative in the classroom setting.

   A. What steps would you take to establish more socially acceptable behavior in this child?

   B. From the limited information provided, what personal dynamics do you think are at work in this individual? With her peers? With authority figures?

   C. If unable to answer, what additional information do you feel you would need?

TABLE 3

Evaluation of Family Life Education
by Participants by Year

TABLE 3

PHILADELPHIA FLE WORKSHOP

1980

Sex

Males 13

Females 38

	VALUE		ADEQUACY	
	$\bar{X}$	SD	$\bar{X}$	SD
Introduction	2.32	1.04	2.05	.94
Films: *Orange, Love Toad, Quickie*	1.98	.99	1.59	.84
Sexual Response Cycle and Myths About Sexuality	1.65	1.11	1.36	.67
Look at Packets	2.56	1.25	2.04	.93
Small Group #1	2.00	1.12	1.83	.99
Growing Up Panel	2.18	1.31	2.08	1.24
Film: *A Masturbatory Story*	1.84	1.04	1.57	.85
Sexuality and Spinal Cord Injury	1.92	1.12	2.54	1.27
Film: *Active Partners*	1.60	.90	1.42	.77
Sexuality and Congenital Disabilities	2.54	1.55	2.66	1.58
Film: *Artist's Fantasy*	3.69	1.61	3.59	1.72
Small Group #2	1.98	1.14	1.94	1.13
Teaching Family Life to Students Who Are Disabled	2.02	1.20	1.79	.93
Sex and Disability Panel #1	1.66	.92	1.52	.74
Film: *One Day, One Time*	2.45	1.10	2.36	1.39
Homosexuality/Lesbianism	1.54	.95	1.23	.47
Social Skills Development #1	2.20	1.10	1.86	.96
Film: *Mimi*	1.82	1.13	1.61	.93
Small Group #3	1.78	.84	1.75	1.01
Teaching Family Life Education to Students Who Are Deaf	1.39	.75	1.27	.57
Film: *Are You Ready for Sex?*	1.61	.93	1.53	.75
Social Skills Development #2	1.86	.78	1.79	.74
Teaching Family Life to Students Who Are Mentally Retarded	3.14	1.67	3.27	1.57
PLISSIT Model	2.04	.80	1.73	.82
Film: *Like Other People*	1.50	.82	1.77	1.18
Small Group #4	1.86	1.15	1.83	1.15
Sexual Exploitation	1.12	.44	1.12	.32
Film: *Incest: Victim Nobody Believes*	1.19	.44	1.12	.33
Role Plays of Specific Problems	1.70	.96	1.56	.85
Small Group #5	1.57	.66	1.58	.68
Sex and Disability Panel #2	2.05	1.17	1.77	.74
Film: *Neil and Betsy*	1.73	.87	1.67	.82

Scale: 1 = Very Valuable/Very Adequate
6 = Not Valuable/Totally Inadequate

TABLE 3 (cont.)

EVALUATION OF FAMILY LIFE EDUCATION WORKSHOP BY PARTICIPANTS

	YES	NO	PARTIALLY
Expectations Met	67%	10%	23%
Personal Benefits	100%		
Professional Benefits	100%		

SAN FRANCISCO FLE WORKSHOP 1981

N = 52	Value		Adequacy	
	$\bar{X}$	SD	$\bar{X}$	SD
Introduction	2.59	.84	2.21	.86
Fantasy Films	2.43	1.22	1.85	1.06
SRC & Myths	2.00	.95	1.68	.80
Packets	2.56	1.05	2.26	1.17
Sex Language	2.22	1.07	1.88	.99
Growing Up	2.11	.84	1.88	.84
Film-Masturbation	1.98	1.03	1.67	.87
SCI & Medical	1.67	1.02	1.64	.93
Film-Active Partners	1.62	.81	1.45	.67
Small Group #1	2.81	1.31	2.51	1.14
Sex & Congenital	1.78	.76	1.79	.72
S & D Panel #1	1.71	.73	1.69	.72
Film-One Day	1.64	1.24	2.39	1.09
Teaching FLE to the Dis	1.68	.80	1.60	.74
Homosexuality	2.02	1.19	2.00	1.09
Social Skill #1	2.29	1.21	2.09	1.10
Film-Mimi	2.58	1.18	2.19	1.02
Small Group #2	2.33	1.33	2.27	1.23
Teaching FLE Deaf	1.94	1.24	1.47	.80
Film-Are You	1.62	1.03	1.56	.88
Social Skills #2	2.16	1.07	1.85	.89
S & D Panel #2	2.04	.89	1.79	.80
Teaching FLE MR	1.80	.92	1.76	.85
PLISSIT	2.82	1.14	2.56	1.16
Film-Like O	2.02	1.07	1.95	1.18
Small Group #3	2.07	1.14	2.05	1.09
Sexual Exploitation	1.51	.83	1.33	.53
Film-Incest	1.43	.63	1.32	.52
Small Group #4	1.76	.93	1.70	.88
Implementing FLE	2.77	1.37	2.41	1.10
Role Plays	2.41	1.01	2.13	1.02
Film-Neil & Betsy	1.85	1.06	1.66	1.00
Meet Expectations	Yes = 77.8%		No = 0	Partially = 22.2%
Personal Benefits	100.0%			
Professional Benefits	100.0%			

TABLE 4

Pre-Post Test Evaluation of
Family Life Education Workshop
Participants by Year

TABLE 4

PRE-POST TEST EVALUATION OF FAMILY LIFE EDUCATION PARTICIPANTS

PHILADELPHIA WORKSHOP PRE-POST 1980

		PRE	POST	
SEX	Male	N=14	5	
	Female	38	20	
AGE	20-25	19%	18%	
	26-30	29%	37%	
	31-35	23%	26%	
	36+	29%	19%	
MARITAL STATUS	Married	52%	52%	
	Unmarried	22%	33%	
	Divorced/Separated	8%	4%	
	Other	18%	11%	
RELIGION	Catholic	10%	22%	
	Protestant	15%	4%	
	Jewish	6%	7%	
	Other	29%	30%	
	None	35%	37%	
RELIGIOSITY	$\bar{X}$=	2.15	2.33	(not very religious)
	SD=	.89	1.00	
EDUCATION	High School	2%	0%	
	Some College	4%	0%	
	College Grad	8%	8%	
	Some Graduate	21%	35%	
	MA	57%	49%	
	Doctorate	8%	8%	
OWN SEX ATTITUDES	$\bar{X}$=	4.706	5.107	
	SD=	1.825	1.257	
OWN SEX BEHAVIOR	$\bar{X}$=	4.480	4.571	
	SD=	1.581	1.317	
OWN SEX ADJUSTMENT	$\bar{X}$=	2.231	2.143	
	SD=	0.831	0.803	

1= much worse than "average' person
6= much better than "average" person

SEX & KNOWLEDGE	$\bar{X}$=	45.39	53.13	
	SD=	8.28	5.09	

T= 6.07
df= 22
$\angle$p= .001

SAN FRANCISCO FLE WORKSHOP 1982

Males	(15)	30.6%
Females	(34)	69.4%

Areas of Specialty				
	OH	17.0%	Social Work	6.4%
	TMR	8.5	Counselor	10.6
	Visual	4.3	Nurse	4.3
	Hearing	12.8	Univ. Teach	6.4
	Multi	8.5	Student	2.1
	Adult Dis	8.5	Consultant	2.1
			Parent	8.5

	VALUE							
	M=14		F=31		M		F	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Introduction	2.43	.85	2.78	1.22	1.92	.90	2.35	1.20
Fantasy Films	2.15	.80	2.71	1.47	2.31	1.18	2.42	1.30
Sexual Response Cycle	1.79	.70	2.03	1.13	1.67	.99	1.74	.73
Packets	2.53	1.36	2.25	1.32	2.00	.91	2.13	1.01
Sex Language Tape	2.29	1.20	2.76	1.58	2.43	1.02	2.50	1.55
Growing Up Panel	2.36	.84	1.97	.88*	2.23	.93	1.70	.70
Film-A Mast.	2.43	1.40	2.61	1.37	2.29	.99	2.42	1.43
Spinal Cord Injury	1.60	.74	1.81	1.15	1.77	1.01	1.97	1.03
Film-Active Partn.	1.93	1.00	2.24	1.58	1.64	.84	2.53	1.79
Small Group #1	2.29	1.07	2.41	1.41	2.36	.84	2.21	1.13
Sexuality & Consent	1.81	.95	2.01	1.27	2.00	.78	1.96	.84
S & D Panel #1	1.79	.70	1.65	.88	1.73	1.70	1.52	.79
Film-One Day	2.29	.91	3.36	1.76*	2.20	.78	3.07	1.44**
Teach FLE Disab.	1.79	.80	2.24	1.20	1.79	.98	2.11	1.22
Homosexuality	2.15	1.21	2.43	1.61	1.79	.80	2.04	1.27
Social Skills #1	2.75	1.29	2.36	1.11	2.31	.95	2.04	.96
Film-Mimi	3.50	.71	2.40	1.34	3.00	.00	2.00	1.16
Small Group #2	2.36	1.29	2.76	1.60	2.08	.90	2.25	1.11
Teach FLE -Deaf	1.91	.70	1.88	1.29	1.91	.70	1.63	.77
Film-Are You Ready	2.07	.96	2.03	1.40	1.67	.78	1.41	.68
Teach FLE-Blind	2.20	.94	2.31	1.20	1.92	.64	1.62	.74
S & D Panel #2	1.79	1.12	1.56	.72	2.07	1.10	1.52	.82
Teach FlE- MR	2.40	1.24	1.56	.84*	2.14	1.10	1.62	1.07
PLISSIT	2.14	.95	2.60	1.35	2.40	.91	2.11	1.06
Flim-Like O People	1.93	.92	2.11	1.31	1.79	.80	1.85	.88
Small Group #3	2.00	1.04	2.46	1.25	2.00	.93	2.24	.88
Sexual Exploitation	1.60	.91	1.50	.75	1.58	.67	1.33	.52
Film-Incest	1.60	.74	1.68	.95	2.10	.67	1.25	.99
Small Group #4	1.85	1.07	1.74	.86	2.11	.74	1.88	.90
Social Skills #2	2.00	.85	2.00	.93	2.14	.60	1.88	.91
Role Plays	2.44	1.33	2.38	1.10	2.00	.90	2.00	.73
Film-Neil & Betsy	2.50	1.38	1.60	.74	2.00	.71	1.44	.73

Meeting Expectations:	Males 86.7%	Y	13.3 P.	Females 44.1%	Y	50.0 P.
Personal Benefits:	Males 100%	Y		Females 93.8%		
Professional Benefits:	Males 100%	Y		Females 98.0%		

PRE - POST TEST EVALUATION OF SAN FRANCISCO
FLE WORKSHOP, 1981

		PRE	POST
	Males $^{16}_{35\%}$	$^{16}_{35\%}$	$^{6}_{42.9}$
	Females $^{30}_{65\%}$	$^{30}_{65\%}$	$^{8}_{57.1}$
OCCUPATION			
	Psychology	2.9%	0
	Social Work	2.9	0
	Nurse	5.9	0
	Teacher	41.2	28.6
	Ed Psych	2.9	0
	Administration	8.8	28.6
	Special Educ.	11.8	28.6
	Counseling	17.6	0
	Communication	2.9	0
	Secretary	2.9	14.3
AGE	20-25	17.4	21.4
	26-30	26.1	21.4
	31-35	19.6	7.1
	36-40	21.7	21.4
	41-45	6.5	7.1
	46-50	6.5	14.3
	56-60	2.2	7.1
	61+	MDN 31-35	MDN 35
MARITAL STATUS			
	Married	48.8%	61.5%
	Unmarried	16.3	7.7
	Divorced/Separated	20.9	7.7
	Living With	2.3	7.7
	Stable Relationship	9.3	15.4
	Other	2.3	0
RELIGION			
	Catholic	10.9	7.1
	Protestant	36.9	7.1
	Jewish	10.9	14.3
	Other	17.4	14.3
	None	23.9	57.1

PRE-POST TEST EVALUATION OF SAN FRANCISCO
FLE WORKSHOP, 1981 - cont'd

RELIGIOSITY $\overline{X}$ = 2.59 SD .93 "somewhat to slightly" $\overline{X}$ = 2.78 SD .80 "slightly"

EDUCATION		
High School Grad	2.2	0
Some College	4.3	0
College Graduate	15.2	16.7
Some Graduate	28.3	16.7
M.A.	41.3	50.0
Doctorate	8.7	16.7

Own Sexual Attitudes	$\overline{X}$ = 4.956	SD=1.107	$\overline{X}$= 5.429	SD = .646
Sexual Behavior	4.565	1.311	4.857	.864
Sexual Adjustment	2.319	.726	2.357	.497

TABLE 5

Evaluation of Teacher Workbook On Family Life Education by Workshop Participants

TABLE 5

EVALUATION OF TEACHER WORKBOOK ON FAMILY LIFE EDUCATION

BY WORKSHOP PARTICIPANTS

SEX	Female: 33 (73%) Male: 12 (27%)
NUMBER OF YEARS TEACHING	27 under 10 years 10 between 11 and 31 years
ATTEND FLE WORKSHOP	100% All participants in Philadelphia
ARE CLASSROOM TEACHER	65%
TEACHER TRAINER	30%
PARENT	5%
HAVE TAUGHT FLE CLASS	65% Yes, N = 24
HAVE TAUGHT FLE SEGMENT	35% Yes, N = 13
STUDENTS AGES	0 - 13 yrs. (22%), 14 - 18 (47%), 18+ (31%)
NUMBER OF STUDENTS TEACHING	0 - 10 (24%), 11 - 20 (24%), 20+ (52%)
DISABILITIES REPRESENTED	CP (32), SB (16), MuDy (12), Other (26)
	MR (27), LD (28), VI (19), Hear (27), Other (13)

	$\bar{X}$	SD
INTRODUCTION	1.83	.59
DOING A NEEDS ASSESSMENT	1.67	.53
WORKING WITH PARENTS & ADMINISTRATORS	1.61	.80
SOME OBJECTIVES IN PLANNING A FAMILY LIFE COURSE	1.56	.71
TOPICS THAT MAY BE INCLUDED IN A FAMILY LIFE COURSE	1.44	.67
RESOURCES IN YOUR LOCAL COMMUNITY	2.03	1.04
SOME INFORMATION ON CONTRACEPTION AND SOCIAL SKILLS DEVELOPMENT	1.73	.74
SOME THOUGHTS ON BEGINNING A FAMILY LIFE COURSE	1.71	.72
RESOURCES IN PRINT, ON FILM AND USING OTHER MEDIA	1.34	.53
SUGGESTIONS ON EVALUATING FAMILY LIFE EDUCATION IN THE CLASSROOM	1.92	.95
WORKBOOK HELPFUL	2.36	1.41
ORGANIZATION	1.54	.64
EXAMPLE MATERIALS	1.88	.84
WORKBOOK COMPREHENSIVE	1.98	.99
WORKBOOK FOR GRADE LEVEL	2.16	1.35
MOTIVATED TO DEVELOP CURRICULUM	79% Yes	
FEEL NEED FOR WORKBOOK AFTER COURSE	97% Yes	
NO SEX DIFFERENCES		

TABLE 6

Follow-up of Previous
Workshop Participants
1976-79

TABLE 6

FOLLOW-UP OF PREVIOUS WORKSHOP PARTICIPANTS
1976 - 79

	YEAR I		YEAR II		YEAR III		PHILA & MINN		TOTALS	
CURRENTLY TEACHING FAMILY LIFE EDUCATION CLASS										
YES	9		4		8	3TT	8	2TT	29	5TT
NO	5		5		8		10		28	
AGE OF STUDENTS										
0-5	0		1		0		0		1	
5-10	0		2		3		0		5	
11-21	4		5		9		8		26	
ADULT	1	1TT	0		0	3TT	3		4	4TT
POPULATIONS										
CP	3		3		0		4		10	
SB	0		2		0		0		2	
MD	2		0		0		1		3	
MBD/MR	3		1		5		2		11	
DEAF	0		0		1		1		2	
ME	2		0		0		1		3	
LH	1		1		1		1		4	
NUMBER OF STUDENTS	144	120TT	62		1526	132TT	192	85TT	1924	337TT
WILL BE TEACHING FAMILY LIFE EDUCATION CLASS										
YES	3		3	1TT	7	2TT	2		15	3TT
NO	5		0		0		3		8	
AGE OF STUDENTS										
0-5	0		0		1		0		1	
5-10	0		0		1		0		1	
11-21	4		0		6		1		11	
ADULT	0	1TT	0		0	2TT	2		2	3TT
POPULATIONS										
CP	0		1		0		0		1	
DEAF	1		0		1		0		2	
MD	0		0		0		0		0	
SB	0		1		0		0		1	
MBD/MR	0		0		1		1		2	
ME	0		0		0		0		0	
LH	3		0		1		0		4	
NUMBER OF STUDENTS	50	60TT	18		83	42TT	78		229	102TT
GROUNDWORK NECESSARY TO GET CURRICULUM STARTED										
INSERVICE	7		3		12		8		30	
ADMINISTRATION	8		5		10		7		30	
PARENT MEETINGS	6		4		10		8		28	
SIGNED PERMISSION	9		4		11		8		32	

TABLE 6 (CONTINUED)

FOLLOW-UP OF PREVIOUS WORKSHOP PARTICIPANTS

	YEAR I	YEAR II	YEAR III	PHILA & MINN	TOTALS
GROUNDWORK NECESSARY TO GET CURRICULUM STARTED					
STUDENT MEETINGS	7	4	6	7	24
BOARD OF ED.	4	0	4	2	10
OTHER	1	1	2	0	4
CURRICULUM					
STANDARD	5	2	5	2	14
PUBLISHED	0	2	1	2	5
OWN	8	4	3	11	26
MULTIPLE SOURCES	5	2	4	2	13
TOPIC AREAS INCLUDED IN CLASS					
ANATOMY	8	4	15	11	38
SEXUAL EXPRESSION	6	4	11	11	32
OPTIONS	3	3	10	9	25
SOCIAL SKILLS	8	5	15	9	37
ASSERTIVENESS	6	5	9	6	26
FEELINGS	9	6	16	12	43
COMMUNICATION	9	5	15	10	39
ROLE EXPECTATIONS	8	5	14	10	37
PARENTING	5	3	10	11	29
CONTRACEPTION	6	2	12	12	32
ABORTION	5	2	10	12	29
VENEREAL DISEASE	5	2	11	11	29
LIFE STYLES	7	2	10	10	29
DISABILITY AWARENESS	4	5	12	7	28
RESULTS OF PARTICIPATION IN FAMILY LIFE EDUCATION PROJECT					
STAFF MTG./DEV.	8	3	7	4	22
PERSONAL CONTACT	2	0	0	0	2
UNIVERSITIES	4	0	3	1	8
TEACHERS	4	0	0	1	5
PARENTS	1	0	6	3	10
AGENCIES	0	1	2	2	5
CONTINUING ED.	0	1	3	0	4
PROFESSIONAL MTGS.	1	0	10	2	13

TABLE 7

Social Skills Workshop Follow-up
1980 and 1981
San Francisco FLE Workshop 1981
Follow-up 1980-81

TABLE 7

SOCIAL SKILLS WORKSHOP FOLLOW-UP 1980

Specialty Areas Represented:

OH	8	School Nurse	1
TMR	1	Social Worker	1
Multi Hand.	4	Counselor	6
Occ. Th.	1	Unv. or College Teach	2
Phys. Th.		Parent	2
Hearing	1	Other	4
School Adm.	2		
Learning	1		
Teach Aide	1		

Currently Teaching Social Skills Class	Yes 32%	No 68%	N=25
Will be Teaching Social Skills Class	33.3%	66.7%	N=18
Am Teaching Class with Social Skills Component	63.6%	36.4%	N=27

Age Range of Students

Lower Limit	4-22 yrs.	MDN	13.9 yrs	Mode	14 yrs.
Upper Limit	5-21		20.2		21

Types of Disabilities (% of 27)

Physical	51.9%	Visual	7.4%
GMR	25.9	Hearing	18.5
TMR	22.2	Learning	40.7
Multi-Handi	25.9	Other	22.2

Number of Students in Class

Lower limit	5-30	MDN	10.3	Mode	10
Upper limit	5-35		11.7		12

To get Class Started (% of 27)

14.8%	Inservice
22.2	Meet with Admini
29.6	Meet with Parents
29.6	Signed Permission
29.6	Meet with Students
0	Present to Board of Ed
7.4	Other

Using a Curriculum (% of 27)

0	Standard for District		
11.1	Published	16.7	of valid responses
55.6	Own	83.3	

Topics Treated in Class (% of 27)

37.0%	Teaching Assorted Skills
63.0%	Understanding Feelings
66.7	Communication Skills
59.3	Listening Skills
48.1	Values Clarification
40.7	Role Expectation for Relationship
51.9	Relat. Problem Solving Skills
33.3	Learning How To Take Risks

Topics Treated in Class (continued)

40.7	Learning How To Set Social Limits
22.2	Learning How to Utilize Rejection
7.4	Learning How to Use Power and Control
33.3	Awareness of Disabled As Socio Polit.
22.2	Other

Presentations to: (% of 27)

37.0%	Staff
14.8	College/University
14.8	Professional Groups
7.4	Community Groups
22.2	Parent Groups
22.2	Other

One to One work	Yes	55.6%	No	7.4%
Opportunity to do one to one work		40.7		7.4

If Not Teaching Social Skills Classes (% of 27)

3.7	Still Preparing
3.7	District Policy
0	Administrative Resistance
0	Parents resistance
0	Community resistance
0	No Funding
7.4	Unemployed
3.7	Students Mainstreamed
0	Uncomfortable with topic

Social Skills Under IEP	Yes	63.6%	No	36.4%

Parents: Age of Child 6, 12
Discuss Social Skills 100% Yes (N=2)

SOCIAL SKILLS WORKSHOP FOLLOW-UP 1981

Specializations:

Visual Handicapped	3	School Nurse	1
Multi Handicapped	3	Social Worker	1
Hearing	2	Counselor	2
Learning	1	University Teacher	1
		Parent	1
		Other	3

	Yes	No
Am Currently Teaching A Social Skills Class	4	9
Will Be " " " " "	2	7
Having Incorporated Social Skills into Current Class	9	3

Age of Students	5-12	3
	13-15	5
	16-18	3
	Adult	5

Number of Students Ranges 10-125

$\overline{X}$ = 31.2 S.D.= 38.3

Types of Disabilities in Class

Physical	5
EMR	3
Multi Handicapped	5
Visually "	6
Hearing "	3
Learning "	5
Other	2
TMR	0

Groundwork Needed to Start a Social Skills Class

Inservice	14.0%
Meet with Admin	21.4
Meet with Parents	7.1
Meet with Students	14.0
Signed Permission	21.4
Other	21.4

Curriculum Being Used

District Standard	20%
Published Curriculum	50%
Own	30%

Topics Treated in Class (% of Total Responses)

Assertiveness	8.4%
Understanding Feelings	12.0
Listening	9.6
Communication	13.8
Value Clarification	7.2
Role Expecations	6.0
Relationship Problem Solving	8.4
Risk Taking	8.4

Topics Treated in Class (continued)

Limit Setting	6.0
Rejection	4.8
Power and Control	3.6
Awareness of Socio Polit	7.2
Other	4.8

Presentations to

Staff	4
College Courses	2
Professionals	2
Community Groups	1
Parents	2

Doing One to One Work Yes 5 No 2

Reasons not teaching a Social Skills Class

Still Preparing	1
No Funding	2
Students Mainstreamed	1
Other	2

Social Skills Covered by IEP Yes 6 No 2

University Teachers Incorporate Information	Yes 2	No 1
Develop New Courses	1	2

TABLE 8

Philadelphia FLE Workshop 1981
Follow-up 1981

TABLE 8 (cont'd)

PHILADELPHIA FLE WORKSHOP FOLLOW UP

Speciality Areas Represented:			
OH	2	School Nurse	1
EMR	2	Counselor	1
TMR	1	Principal	1
Visual Handicapped	4	University Prof	5
Multi "	6	State Consultant	2
Phsycial Therapist	1	Parent	1
School Admin.	2	Other	6
Hearing Handicapped	5		

Am currently teaching FLE Class	Yes 51.6%	No 38.7%	Missing 9.7%
Will Be " " "	29.0	32.3	38.7

Age Range of Students					
Lower Limit	5-21 yrs.	MDN	10.0 yrs	MODE	12 yrs
Upper Limit	8-65		19.5		20

Types of Disabilities (% of 31 cases)			
Physical	38.7%	Visual	22.6%
EMR	35.5	Hearing	29.0
TMR	25.8	Learning	22.6
Multi	38.7		

Number of Students in Class					
Lower Limit	1-50	MDN	7.75	Mode	8
Upper Limit	2-80		15.5		8

To Get Class Started (% of 31)	
Inservice	32.3%
Meet Adm.	25.8
Meet Parents	29.0
Signed Permission	32.3
Meet Students	12.9
Present to Board of Ed	0
Other	19.3

Using A Curriculum	
Standard for District	6.5%
Published	12.9
Own	48.4

Topics Treated in Courses (% of 31)	
Anatomy	61.3%
Sexual Expression	54.8
Information on Options	22.6
Social Skills	58.1
Assertiveness	32.3
Understanding Feelings	61.3
Communication Skills	41.9
Values Clarification	38.7
Role Expectation	41.9
Relationship Problem Solving	32.3

1981 FLE Workshop Follow up Continued

If not teaching, are you meeting students One/One — Yes = 10 — No = 7
Does Opportunity Exist for One/One — 8 — 6

Topics Taught:

Anatomy and Physiology	12
Sexual Expression	9
Specific Options	6
Social Skills Development	12
Assertiveness	12
Understanding Feelings	14
Communication Skills	12
Values Clarification	13
Role Expectations	10
Relationship Problem Solving	10
Parenting	8
Contraception	10
Abortion	9
V.D.	10
Sexual Lifestyles	9
Awareness of Socio Political	10
Other	2

If Not Teaching; Reasons:

Still Preparing	2
District Policy	2
Administration Resistance	3
Parental "	1
Community "	2
No Funding	3
Unemployed	1
Students Mainstreamed	2
Uncomfortable	0

FLE Covered by IEP's — Yes 7 — No 12

University Teachers

Incorporate Information	3	1
New Courses	0	2

TABLE 8

SAN FRANCISCO FLE WORKSHOP FOLLOW UP 1981

N=26

OH Teacher	1	Social Worker	2
EMR Teacher	1	Counselor	6
Multi Handicapped Teacher	6	Principal	1
School District Admin	1	University Teacher	3
Hearing Handi. Teacher	1	Student	1
Learning Handi. Teacher	1	Counsultant	2
Psychologist	1	AA	1
School Nurse	1	Adult Dev. Disability	2

Currently Teaching FLE	Yes 8	No 16
Will Be Teaching FLE	6	9

Age of Students	$\overline{X}$ = 15.75	SD 4.04 Lower
	$\overline{X}$ = 28.56	19.54 Upper

Types of Disabilities in Class			
Physical	11	Visual	4
EMR	10	Hearing	6
TMR	8	Learning	10
Multi	7		

Number of Students in Class	$\overline{X}$ = 14.06	SD = 7.49
	$\overline{X}$ = 14.06	7.78

To Get a Class Started Need To:

Inservice	10
Meet with Administra.	8
Meet with Parents	6
Signed Permission	9
Meet with Students	10
Present to Board of Ed	3
Other	3

Curriculum Being Used

District Std.	4
Published Curriculum	3
Own Development	7

Presentations Made/Will Make

Staff	13
College Courses	7
Professional Groups	3
Community Groups	3
Patient Groups	9
Other	1

Topics Treated in Courses (continued)

Parenting	35.5
Contraception	45.2
Abortion	32.3
V.D.	35.5
Sexual Lifestyles	38.7
Awareness of Disabled - Political	22.6
Other	16.1

Presentations to: (% of 31)

Staff	58.1%	Community Groups	41.9%
College Courses	22.6	Parent Groups	35.5
Professional Groups	29.0	Other	6.5

One to One Work	Yes	38.7%	No	12.9%	Missing 48.4
Opportunity Exist?		32.3		9.7	58.1

If Not Teaching, Why? (% of 31)

Still Preparing	f=(1)	3.2%
District Policy	0	
Admin Resistance	(2)	6.5
Parental "	(0)	
Community "	(0)	
No Funding	(1)	
Unemployed	2	6.5
Mainstreamed	0	
Uncomfortable	0	

FLE Covered by IEP Yes 48.4% No 25.8%

College Level Courses Using Informationa Yes 16.1% (N=5) No 6.5% (N=2)

Been Able to Develop A New FLE Course? 2 5 Missing 24

APPENDIX G

Federal Form Table II -
Preservice/Inservice
Training Data

Table IB–Project Staff Who Provided Services to Recipients in Table IA

The actual data do ☐ do not ☐ differ by more than 10 percent from estimates in my application.

Type of Staff	Number	
	Full-time	Part-time *(As Full-time Equivalents)**
Professional Personnel *(excluding teachers)*		
Teachers *(i.e., staff member who instruct pupils)*		
Paraprofessional		

Table IC -Ancillary Services Provided to Persons with Special Needs *(Including Recipients in Table IA)*

The actual data do ☐ do not ☐ differ by more than 10 percent from estimates in my application.

Service	Number of Persons
Screened	
Diagnostic and Evaluative	
Other Resource Assistance *(Specify)*	

Table II–Preservice/Inservice Training Data

The actual data do ☐ do not ☐ differ by more than 10 percent from estimates in my application.

AREA OF CONCENTRATION	NUMBER OF STUDENTS WHO RECEIVED PRESERVICE TRAINING BY DEGREE LEVEL				NO. OF PERSONS WHO RECEIVED INSERVICE TRAINING	
	AA	BA	MA	POST-MA	REGULAR EDUCATORS	SPECIAL EDUCATORS
1. Administration						17
2. Early Childhood						
3. Mentally Retarded				1		38
4. Specific Learning Disabilities			1			6
5. Deaf-Blind						
6. Deaf/Hard of Hearing			2			100
7. Visually Handicapped						23
8. Seriously Emotionally Disturbed						2
9. Speech Impaired						
10. Orthopedically Impaired		3	10			96
11. Other Health Impaired						
12. Multihandicapped						44
13. Gifted and Talented						
14. TOTAL *(unduplicated count)***		3	13	1		326

*Amount of time for less than full-time work divided by time normally required in a corresponding full-time activity.

Persons can receive training in two or more areas of concentration. Count such persons **one time only in this total.

Table IIIA
Placement of Children Participating in Early Childhood Program During Reporting Period

Indicate the placement of children who left your project during the year covered by this report period.
***NOTE:** Count each child only once by primary type of placement below.*

TYPE OF PLACEMENT			NUMBER OF CHILDREN	
			FULL-TIME PARTICIPANTS	PART-TIME PARTICIPANTS
PLACEMENT *(in regular programs with children who are NOT handicapped)*	Nursery schools			
	Day-care programs			
	Head Start			
	Pre-kindergarten			
	Kindergarten			
	Primary grades	First		
		Second		
		Other		
PLACEMENT *(in classes only for handicapped children but situated in regular private or public school)*	Pre-kindergarten			
	Kindergarten			
	Primary grades	First		
		Second		
		Other		
INSTITUTIONAL PLACEMENT	Scheduled to remain in Early Childhood Program in coming year			
	Other *(specify)*			